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ABSTRACT

Designed specifically to assist local district personnel in the planning, management, and administration of a career education program, this project is also intended to provide a comprehensive guide for implementing career education concepts on a State and national basis. (The Batesburg-Leesville Career Education Project was implemented in a school district serving approximately 3,100 students in grades K-12 with a professional staff of approximately 130 teachers, counselors, and administrators.) The report provides local school administrators with an overall picture of the various strategies used to manage a career development program and outlines the roles played by administrators such as superintendents of schools, principals, and career development coordinators. Product and process objectives are outlined for grades 1-6, grades 7-9, grades 10-12, and for special education. Project objectives are portrayed on a PERT (Program Evaluation and Review Techniques) chart. Project implementation from the teacher's point of view identifies the role of the teacher in the career education movement and reconstructs events, experiences, and preparations which preface actual classroom application of process objectives. A sample lesson plan outline is included. Discussion of administrator implementation focuses on the roles of the district superintendent of schools and local principals. Other sections discuss evaluation, inservice training, staff utilization, successful areas of emphasis, problem areas, and general recommendations. Two guidance newsletters are appended. (TA)

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ED133532

RESEARCH AND DEVELOPMENT PROJECT IN

Career Education

THE BATESBURG-LEESVILLE WAY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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BATESBURG-LEESVILLE
SOUTH CAROLINA

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State of South Carolina, Department of Education

FINDINGS

OF

RESEARCH AND DEVELOPMENT PROJECT

IN

CAREER EDUCATION

South Carolina Department of Education
Rutledge Building
Columbia, South Carolina 29201

Cyril B. Busbee
State Superintendent of Education

Charlie G. Williams
Deputy Superintendent of Education
Division of Instruction

January 1972 - November 1974

This Research and Development Project in Career Education was conducted under Part C of Public Law 90-576.

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Arthur F. Grant
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Batesburg-Leesville

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STATEMENT OF PURPOSE

The purpose of this document is to assist local district personnel in the planning, management, and administration of a successful career education program. The major emphasis of the data will be the identification of practical ways of implementing career education concepts; consequently, the language and general point of view will be structured to meet the needs of the local coordinator and the classroom teacher.

Another important endeavor of this brochure is to identify the major strengths and weaknesses of the Batesburg-Leesville Career Education Project. As the pilot project in the state of South Carolina, Batesburg-Leesville has experienced many of the growing pains and frustrations encountered by most beginning programs. However, the district has also realized a moderate degree of success in many areas.

This document will pinpoint these auspicious activities, and will describe the role of the district personnel in helping these accomplishments to be achieved. It is hoped that this information will be of service in the planning and implementation of your program.

DESCRIPTION OF PROJECT SETTING

The site of the South Carolina Department of Education's Research and Development Project is Lexington County School District Three, serving the Batesburg-Leesville area. This school district serves approximately 3,100 students in grades kindergarten through twelve with a professional staff of approximately 130 teachers, counselors, and administrators. The organizational structure of the total system includes:

Grades K-4

Batesburg Primary and Elementary Schools
Leesville Elementary School

Grades 1-6

Utopia Elementary School (Small, rural school under the same administration as Leesville Elementary)

Grades 5-8

Batesburg-Leesville Middle School

Special Education

Ungraded, separate school

Grades 9-12

Batesburg-Leesville High School

The district administration presently includes a superintendent, a federal program coordinator, four building principals, and the Career Education Project staff. The community itself is in a transition period from a traditionally agriculture-based economy to a more technical and service-based economy.

STATEMENT OF PROJECT GOALS

The three basic project goals established for the Batesburg-Leesville Career Education project were:

A. To develop a Career Education Program in Lexington School District Three that has the potential, practically and economically, for statewide implementation.

B. To demonstrate and measure the effectiveness of Career Education with regard to achievement of stated objectives.

C. To develop an informational handbook and audio-visual supplement for utilization by other school districts in establishing a "workable" Career Education program.

MAJOR OBJECTIVES

In order to realize the basic goals discussed in the preceding section, three types of objectives were developed – the product objectives, the process objectives, and the project objectives.

As is evident to the average reader, these objectives, due to their visual similarity, were a major source of confusion. To complicate matters even further, the local staff and administration had virtually no input in the actual planning, organization, and writing of the major objectives. This was all done by an independent staff prior to Batesburg-Leesville's involvement in the career education concept.

Because of this oversight, many of the stated aims were both cumbersome and impractical – having little significance or sensitivity for the special needs of the local staff, teachers, or students. During the 1973-74 school year, however, the Career Education staff (with valuable assistance from The Research Coordinating Unit of the State Department of Education) made provisions for solving this problem.

This was achieved through the adoption of a new set of objectives and a more concise, less complicated planning format. For sake of depicting the developmental process of the Batesburg-Leesville Career Education project, both the original objectives and the modified version are included.

ORIGINAL OBJECTIVES

1. THE PRODUCT OBJECTIVES

   Outlined the types of student outcomes that career education strives to achieve. These objectives deal with the kinds of behavior students must demonstrate in order to make a rational personal career decision and then to pursue that decision successfully.

2. THE PROCESS OBJECTIVES

   Detailed the educational strategies and techniques to be used in achieving the desired student outcome. Essentially, these process objectives served to define the minimum educational activities to be implemented through the project.

3. THE PROJECT OBJECTIVES

   Provided a system of events that would lead to the accomplishment of both the product and process objectives. The project objectives were the actual implementation strategy of the overall program; i.e., the administrative "how to" guide.

NOTE:

The project objectives were designed for the purpose of guiding the career education staff in the proper administration of the general program. Unfortunately, these proved ineffective and for the most part, confusing. In reality, the project objectives were more of a list of duties and responsibilities than a useful guide. The actual "how to" was left up to the local administrators and career education staff.

A. Grades 1-6 Component

1. Product Objectives

Each student will:

a. have a knowledge and understanding of the economic, social, and personal importance of work.
b. understand the range, nature, and relatedness of occupations in each of the career groups and in the specific occupational clusters covered.
c. show an awareness of the need for basic educational skills in the world of work.
d. know and practice the desirable habits and attitudes that are needed in the world of work.
e. practice decision making and simulate career selection.
f. demonstrate a positive self-image and attitude toward others.
g. have an awareness of his interests.

2. Process Objectives

a. Teachers will develop four (4) career education units for use during the 1972-73 school year that will:
   (1) encompass all occupational cluster groups (Service, Business, Science, and Communications) and show the relationship between them.
   (2) be integrated with all subject matter to emphasize the relationship of and need for basic skills in the world of work.
   (3) provide activities to emphasize desirable habits and attitudes for life and work.
   (4) provide individual and group activities that enhance occupational aspirations, student concept of self, and student ability to get along with others.
   (5) provide each student the opportunity to participate in activities for the evaluation of career interests and aptitudes.
   (6) incorporate extensive use of audio-visual materials in career education.
   (7) provide activities for students to plan parts of each unit and simulate a career choice related to each unit.
   (8) provide community involvement and activities to take students into the working world.
b. Teachers will evaluate each unit with regard to instructional techniques and process activities in relation to their effectiveness in producing established product objectives.

B. Grades 7-9 Component

1. Product Objectives

Each student will:

a. have a knowledge and understanding of the economic, social and personal importance of work.
b. understand the range, nature, and relatedness of occupations in specific occupational clusters covered during the year.
c. understand the need for basic educational skills in the world of work.
d. know and practice the desirable habits and attitudes that are needed in the world of work.
e. practice decision making and narrow career choices.

f. demonstrate a positive self-image attitude toward others.
g. have a knowledge and understanding of his interests, abilities, values, and needs.
h. base his career choice(s) on his knowledge and understanding of his interests, abilities, values, and needs.
i. have a basic understanding of the consequences of his career choices.

2. Process Objectives

a. Teachers will develop four (4) career education units for use during the 1972-73 school year that will:
   (1) provide for the exploration of all occupational clusters at the 7th and 8th grade level and will relate basic subject matter to each cluster studied.
   (2) provide for the in-depth study of all occupational clusters and relate basic subject matter to those clusters at the 9th grade level.
   (3) focus upon the need for basic skills in the world of work.
   (4) provide activities for students to learn desirable habits and attitudes for life and work.
   (5) provide activities for students to practice decision making and narrow career choices.
   (6) provide individual and group activities that enhance occupational aspirations, student self-concept and the ability to get along with others.
   (7) provide activities for students to explore and access their interests, abilities, values, and needs, and apply this knowledge in narrowing career choices.
b. Teachers will evaluate each unit with regard to the effectiveness of instructional techniques and process activities in producing established product objectives.
c. Teachers will relate course material to career preparation and the world of work.
d. Teachers, counselors, and project staff will provide students with the opportunity to explore in-depth five (5) chosen clusters.
e. Project staff will provide ninth graders with a supplementary exploration program during the first six weeks period.

C. Grades 10-12 Component

1. Product Objectives

Each student will:

a. have a knowledge and understanding of the economic, social, and personal significance of work.
b. understand the range, nature, and relatedness of all work.
c. understand the need for basic educational skills in the world of work.
d. know and practice the desirable habits and attitudes that are needed in the world of work.
e. demonstrate a positive self-image and attitude toward others.
f. have a knowledge and understanding of his interests, abilities, values, and needs.
g. base his career choice(s) on his knowledge and understanding of his interests, abilities, values, and needs.
h. have a basic understanding of the consequences of his career choice(s).
i. narrow his career choices to one occupational area and make a decision between a vocational or a college preparatory program.
j. plan an educational program appropriate for his college choice.
k. be placed in a job or higher education program following termination from school.

2. Process Objectives

a. Teachers will relate course material to career preparation and the world of work.
b. Teachers will develop four (4) career education themes for individual projects that will:
   (1) provide for in-depth exploration of chosen occupational clusters.
   (2) provide for group activities that illustrate the range, nature, and relatedness of all work.
   (3) focus upon the need for basic skills in the world of work.
   (4) provide an opportunity to learn the desirable habits and attitudes for chosen careers.
   (5) allow students to explore their feelings about themselves and others and to relate these feelings to their total life plans.
   (6) allow students to explore chosen careers in terms of their own interests, abilities, needs and values.
   (7) allow students to learn the consequences of their career choices.
c. Teachers will evaluate each project with regard to the effectiveness of themes, instructional techniques, and process activities in producing established product objectives.
d. Project staff will provide 10th graders with a supplementary exploration program during the first six weeks period.
e. Guidance personnel will develop and operate an intensive career guidance course for the 10th graders.
f. Guidance personnel will develop and implement career guidance techniques for those 11th and 12th graders who need assistance in choosing a career and planning for it.
g. Project staff will provide opportunities for students to explore their chosen careers outside the school setting.
h. Project staff and guidance personnel will provide for the placement (employment or program of further education) of students leaving high school.

D. Special Education

1. Product Objectives

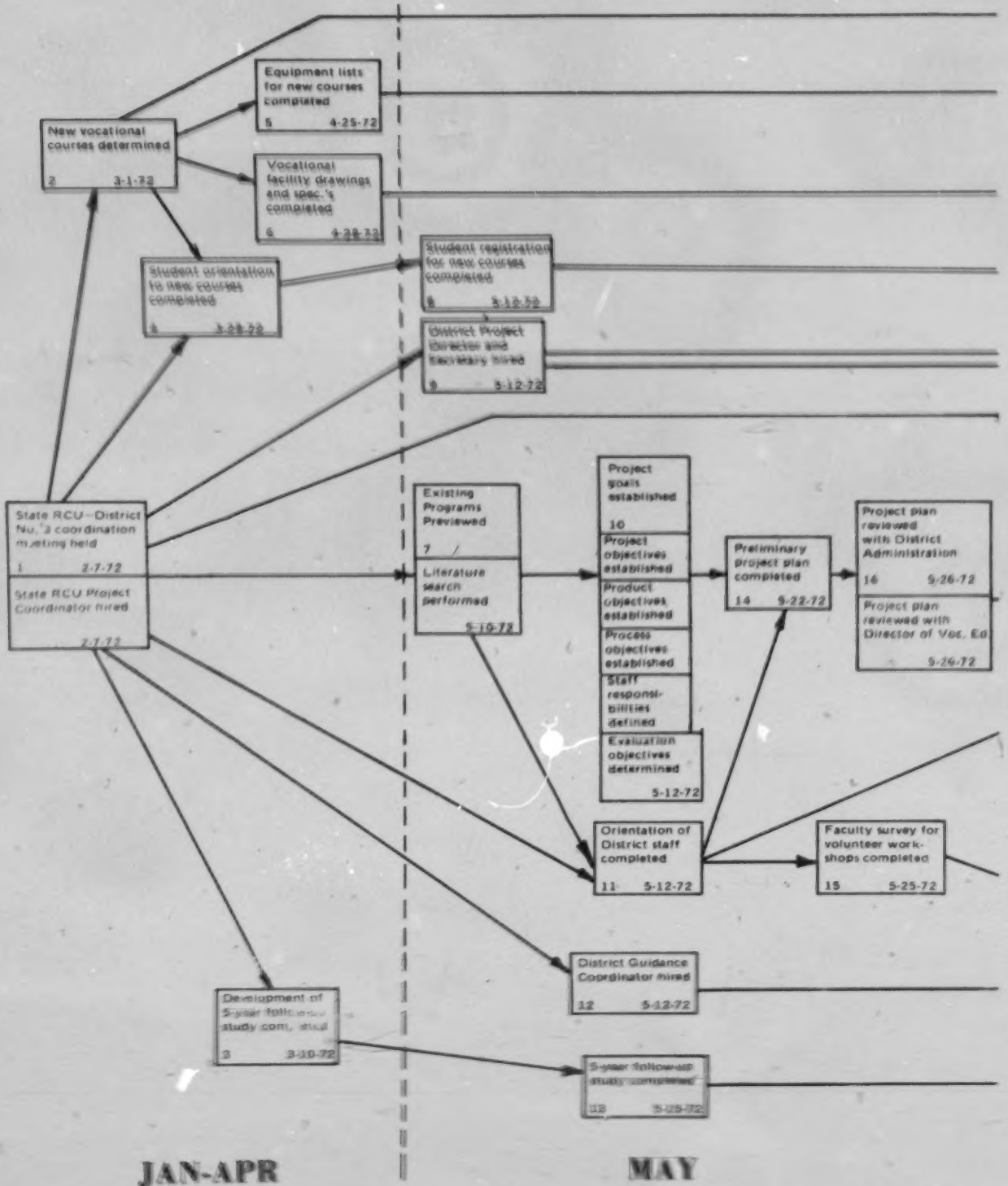
The product objectives applicable to teach individual students in the special education sub-component are the same as the product objectives for the appropriate grade level component.

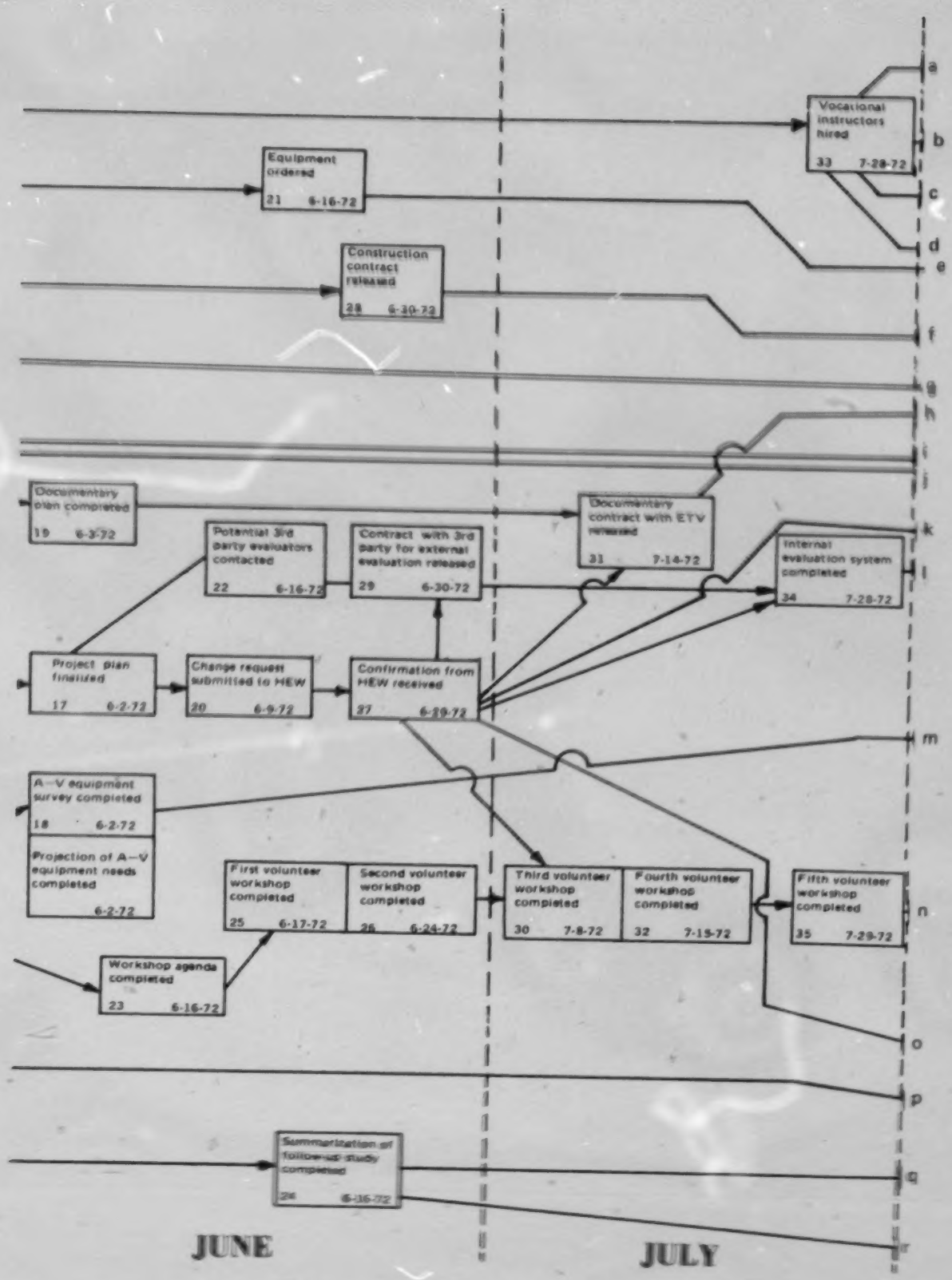
2. Process Objectives

Teachers will provide individual activities that will accomplish the appropriate component product objectives and that will provide basic skill training in specific appropriate occupations.

Project Objectives were developed and portrayed on the following chart, utilizing Program Evaluation and Review Techniques (PERT). PERT displays, by means of a timing based network, the systematic integration of all project tasks from project start to completion, and shows the interdependency of activities and objectives to be accomplished. PERT also provides a means of communicating a better understanding of the project effort; assessing and controlling human, physical, and financial resources; and generating terse and timely project status reports for effective management of the overall effort.

PROJECT OBJECTIVES PERT CHART




Vocational instructors hired
33 7-28-72
Equipment ordered
21 6-16-72
Construction contract released
28 6-30-72
Documentary plan completed
19 6-3-72
Potential 3rd party evaluators contacted
22 6-16-72
Contract with 3rd party for external evaluation released
29 6-30-72
Documentary contract with ETV released
31 7-14-72
Internal evaluation system completed
34 7-28-72
Project plan finalized
17 6-2-72
Change request submitted to HEW
20 6-9-72
Confirmation from HEW received
27 6-29-72
A—V equipment survey completed
18 6-2-72
Projection of A—V equipment needs completed
6-2-72
First volunteer workshop completed
25 6-17-72
Second volunteer workshop completed
26 6-24-72
Third volunteer workshop completed
30 7-8-72
Fourth volunteer workshop completed
32 7-15-72
Fifth volunteer workshop completed
35 7-29-72
Workshop agenda completed
23 6-16-72
Summarization of follow-up study completed
24 6-16-72
a
b
c
d
e
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g
h
i
j
k
l
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n
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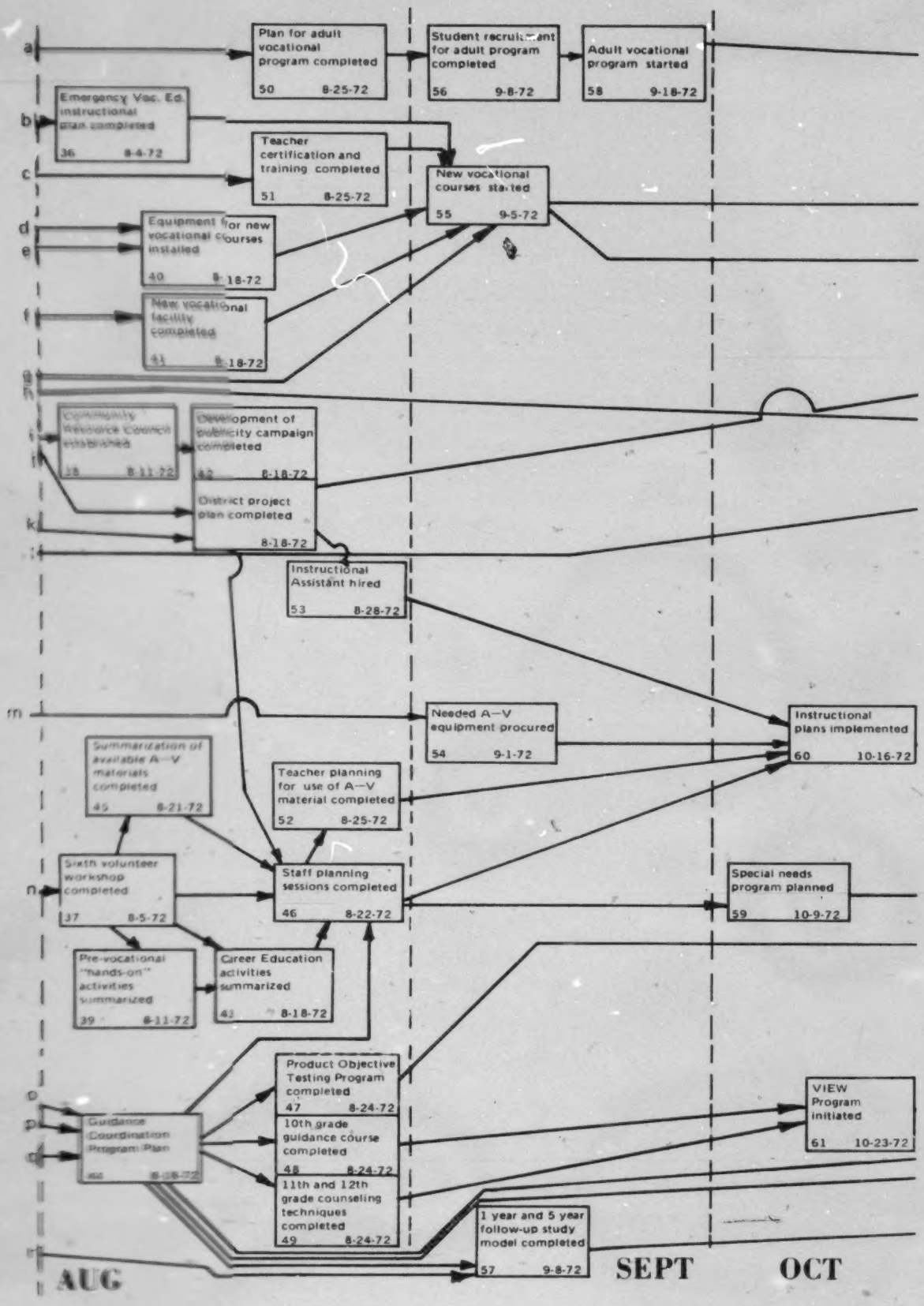
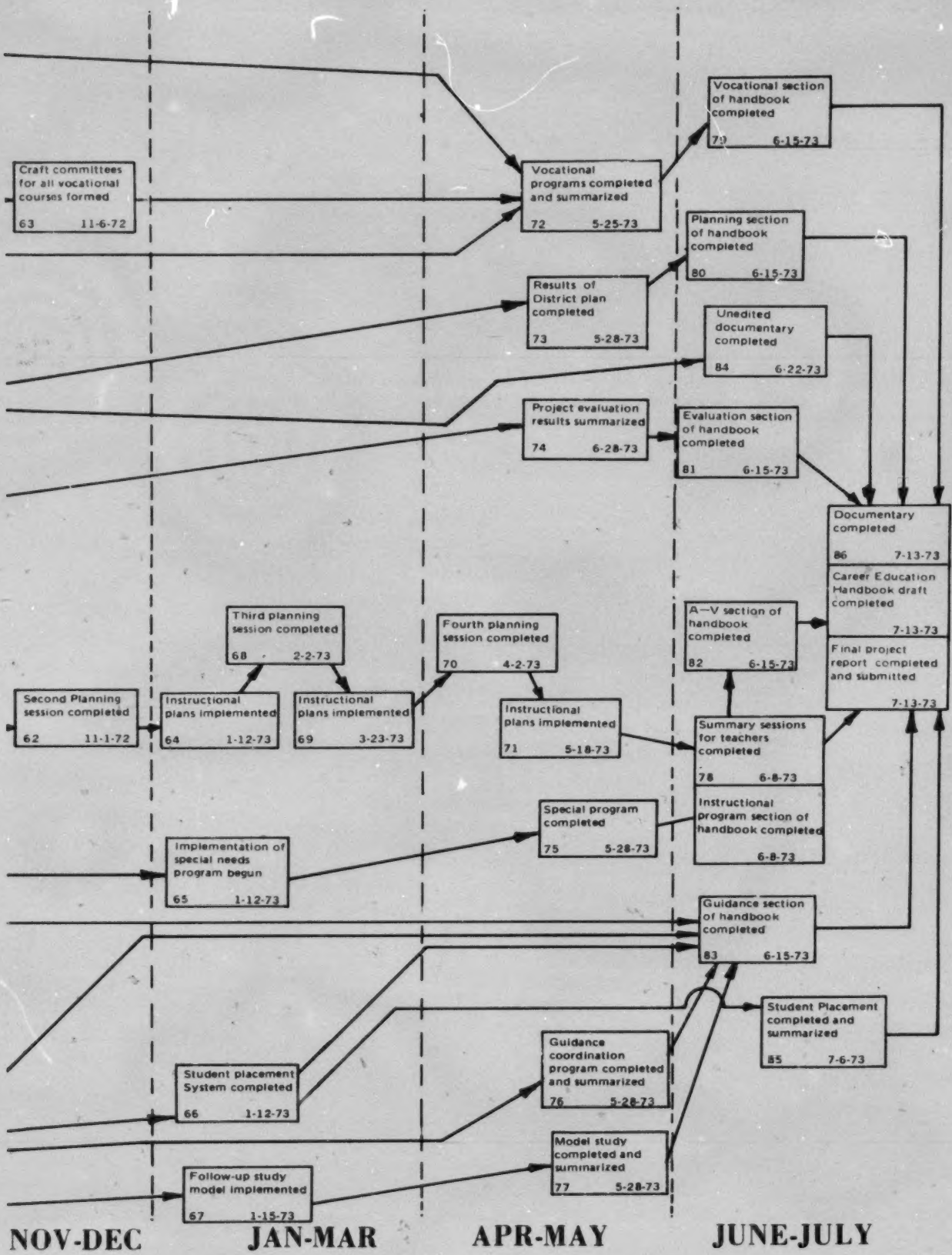
p
q
r
JUNE
JULY


a
Plan for adult vocational program completed
50 8-25-72
Student recruitment for adult program completed
56 9-8-72
Adult vocational program started
58 9-18-72
b
Emergency Voc. Ed. instructional plan completed
36 8-4-72
c
Teacher certification and training completed
51 8-25-72
New vocational courses started
55 9-5-72
d
e
Equipment for new vocational courses installed
40 8-18-72
f
New vocational facility completed
41 8-18-72
g
h
Community Resource Council established
38 8-11-72
Development of publicity campaign completed
42 8-18-72
i
District project plan completed
8-18-72
k
l
Instructional Assistant hired
53 8-28-72
m
Needed A–V equipment procured
54 9-1-72
Instructional plans implemented
60 10-16-72
Summarization of available A–V materials completed
45 8-21-72
Teacher planning for use of A–V material completed
52 8-25-72
n
Sixth volunteer workshop completed
37 8-5-72
Staff planning sessions completed
46 8-22-72
Special needs program planned
59 10-9-72
Pre-vocational "hands-on" activities summarized
39 8-11-72
Career Education activities summarized
43 8-18-72
o
Product Objective Testing Program completed
47 8-24-72
p
Guidance Coordination Program Plan
8-18-72
q
10th grade guidance course completed
48 8-24-72
VIEW Program initiated
61 10-23-72
11th and 12th grade counseling techniques completed
49 8-24-72
r
1 year and 5 year follow-up study model completed
57 9-8-72
AUG
SEPT
OCT


Craft committees for all vocational courses formed
63 11-6-72
Vocational programs completed and summarized
72 5-25-73
Vocational section of handbook completed
79 6-15-73
Planning section of handbook completed
80 6-15-73
Results of District plan completed
73 5-28-73
Unedited documentary completed
84 6-22-73
Project evaluation results summarized
74 6-28-73
Evaluation section of handbook completed
81 6-15-73
Documentary completed
86 7-13-73
Career Education Handbook draft completed
7-13-73
Final project report completed and submitted
7-13-73
Third planning session completed
68 2-2-73
Fourth planning session completed
70 4-2-73
A—V section of handbook completed
82 6-15-73
Second Planning session completed
62 11-1-72
Instructional plans implemented
64 1-12-73
Instructional plans implemented
69 3-23-73
Instructional plans implemented
71 5-18-73
Summary sessions for teachers completed
78 6-8-73
Instructional program section of handbook completed
6-8-73
Special program completed
75 5-28-73
Implementation of special needs program begun
65 1-12-73
Guidance section of handbook completed
83 6-15-73
Student Placement completed and summarized
85 7-6-73
Guidance coordination program completed and summarized
76 5-28-73
Student placement System completed
66 1-12-73
Model study completed and summarized
77 5-28-73
Follow-up study model implemented
67 1-15-73
NOV-DEC
JAN-MAR
APR-MAY
JUNE-JULY

The following rules should be understood with regard to interpreting the PERT chart:

1. Squares represent objectives (or events) while arrows indicate the activity required to realize an objective (event).

2. Objectives may be either initiation or completion objectives (events).

3. Activity lines impinging on a particular objective (event) indicate the prerequisite events necessary to achieve that objective.

CAREER EDUCATION PROJECT ACTIVITY STATUS (Explanation of PERT Chart)

Responsibility: State RCU

1-a. Hold State RCU District Meeting
1-b. Hire State RCU Project Coordinator

2. Develop 5-Year Follow-Up Study

3. Orient Students to New Courses

4. Complete Preview of Programs

5. Establish Project Goals, Objectives, etc.

6. Orient District Staff

7. Complete Preliminary Project Plan

8. Survey Faculty for Volunteer Workshop

9-a. Review Project Plan with District
9-b. Review Project Plan with State

10. Finalize Project Plan

11. Complete Plans for Documentary

12. Submit Change Request to HEW

13. Contact Potential Third Party Evaluation

14. Complete Workshop Agenda

15. Complete First Volunteer Workshop

16. Complete Second Volunteer Workshop

17. Receive Confirmation of Revised Plan

18. Release Contract to Third Party

19. Complete Third Volunteer Workshop

20. Release Contract for Documentary to ETV
21. Complete Fourth Volunteer Workshop
22. Develop Internal Evaluation System
23. Complete Fifth Volunteer Workshop
24. Complete Sixth Volunteer Workshop
25. Provide Certification/Training; New Teachers
26. Summarize Results of all Project Evaluations
27. Complete Planning Section of Handbook
28. Complete Evaluation Section of Handbook
29. Complete Unedited Documentary
30. Complete Draft of Career Education Handbook
31. Complete Final Project Report

Responsibility: District Superintendent

1. Determine New Vocational Courses
2. Complete Equipment List
3. Complete Facility Layout
4. Hire District Project Director
5. Hire District Guidance Coordinator
6. Order Equipment
7. Release Construction Contract
8. Hire Instructors – Vocational
9. Complete New Facility
10. Develop Plan for Adult Vocational Program
11. Hire Instructional Assistant
12. Procure Needed A–V Equipment
13. Recruit Adults and Dropouts for Vocational Program
14. Start Adult Vocational Program

Responsibility: Project Coordinator (District)

1-a. Survey Existing A–V Equipment
1-b. Project A–V Equipment

2. Establish Community Resource Council

3. Prevocational "Hands On" Activities

4-a. Complete District Project Plan
4-b. Develop Publicity Campaign

5. Summarize Career Education Act

6. Summarize Available A–V Material

7. Complete First Staff Planning Session

8. Complete Second Planning Session

9. Complete Third Planning Session

10. Complete Fourth Planning Session

11. Summarize Results District Plans

12-a. Complete Summary Sessions – Teachers
12-b. Complete Instructional Program
12-c. Complete Section of Handbook

Responsibility: Guidance Coordinator/Counselors

1. Register Students, New Course

2. Complete 5-Year Follow-Up Study

3. Summarize Results of 5-Year Follow-Up

4. Develop Guidance Coordination Activities

5. Development of Testing Program

6. Development of 10th Grade Guidance

7. Development of 11th and 12th Grade Guidance Tech.

8. Develop Models of 1 and 5-Year Follow-Up Study

9. Initiate VIEW Program

10. Develop Student Placement System

11. Begin Model Follow-Up Study

12. Complete Guidance Coordination Program and Summarize
13. Complete and Review Model Follow-Up Study
14. Complete Guidance Section of Handbook
15. Complete Student Placement and Summarize

Responsibility: School Principal (High School)

1. Develop Emergency Alternative Plan
2. Install New Equipment
3. Start New Vocational Courses
4. Complete Vocational Program and Summarize
5. Complete Vocational Section of Handbook

Responsibility: School Principal (Elementary)

No Prime Responsibility Activities

Responsibility: School Principal (Instructional Assistant)

No Prime Responsibility Activities

Responsibility: Teachers

1. Plan Use of A-V Materials
2. Plan Special Needs Program
3. Complete Implementation of First Instructional Plans
4. Form Craft Committees
5. Complete Implementation of Second Instructional Plans
6. Implement Special Needs Program
7. Complete Third Planning Session
8. Complete Implementation of Third Instructional Plans
9. Complete Implementation of Fourth Instructional Plans
10. Complete Special Needs Program
11. Complete Instructional Program Handbook Section

NOTE:

According to the State Department of Education's Letter of Assurance for a Research and Development Project, the purpose of the Project Objectives PERT Chart was to show the "systematic integration of all project tasks, from project start to completion, and to exhibit the interdependency of activities and objectives to be accomplished." Despite the fact that many of the objectives listed by the PERT Chart were ambiguous and impractical in the Batesburg-Leesville setting, the chart was helpful in many ways.

The PERT Chart (although sometimes quite confusing) provided the local career education administrators with a blueprint of responsibilities to be carried out. Through the trial and error method, the career education staff was able to test the applicability of the original Project Objectives to the class setting.

After several meetings between the career education staff and teachers from Batesburg-Leesville Schools, it was learned that several objectives and activities listed on the PERT Chart did not fit the needs and interests of the district. Because of this, during the second year of project funding, the local staff (with assistance from the State Department of Education's Career Education Consultant) narrowed the list of project objectives to a more concise and practical statement of basic goals. (See revised objectives below.)

School districts interested in utilizing the career education concept are urged to taylor goals and objectives to suit their own specific needs before attempting to implement a comprehensive program. The committee assigned this task should include the principals, project staff, and teacher representatives from each participating school.

REVISED OBJECTIVES

Self-Knowledge

To understand the rights and responsibilities of the individual at home and at school.

To know the importance of "self" as an individual and as a worthy member of groups.

To help student realize his need to acquire basic educational skills.

To help student become aware of his interests.

To develop the student's awareness of his personal values and how they relate to his life choices.

To be aware of his own capabilities and limitations.

To apply self awareness in making realistic life choices.

Develop Decision Making Skills

To become aware of cause and effect in making decisions.

To become aware of the consequences of personal decision-making.

To become able to analyze alternatives to problems and express them.

To apply the decision-making process to home, social, and school related problems.

To apply the decision-making process to the study and selection of careers.

To be aware that career decisions are flexible at the expense of time, effort, and money.

Awareness of the Social and Personal Importance of Work

To understand the importance of each individual in the function of the home.

To learn to appreciate all individuals in the school and social settings.

To be aware of the importance of getting along with other people.

To appreciate all forms of human endeavor and work.

To realize the importance of the contribution that each member makes to the community.

To understand the impact of work in one's life and the resulting need to make a meaningful career choice.

Awareness of the Economic Importance of Work

To be aware of the exchange of goods and services.

To understand our monetary system.

To understand the process of production and distribution of goods and services.

To be aware of the law of supply and demand.

To understand that specialization creates an interdependent society.

To understand the economic potentials and costs related to careers and career choices.

To be able to project the economic implications of career decisions to future life styles.

To understand the relationship of legal and financial considerations to specific clusters and personal and family matters.

Awareness of Careers and Occupational Skills

To know the jobs of home members and school personnel.

To gain a knowledge of jobs necessary to maintain the community and their dependency on each other.

To identify different tools and skills for different jobs.

To recognize abilities and skills required for various careers.

To match necessary skills and processes with selected career clusters.

To match individual abilities and interests with skills and processes needed in career clusters.

To develop skills basic to the chosen career cluster.

IMPLEMENTATION

Perhaps one of the most significant phases of any successful career education program is implementation. However, it is important to note that without creative and stimulating techniques, without carefully planned and relevant activities, and without the dedicated personnel to make these plans materialize, "implementation" is just another impressive sounding (but meaningless) word.

Who is responsible for the fulfillment of project goals and objectives? We all are – administrators, counselors, teachers, students, and even the community. For career education to become a vital and applicable tool of the curriculum, there must be a concerted effort among all school personnel, industry, and public agencies. Yet, the primary responsibility at the grass roots level – the job of making things happen – rests mainly with the classroom teacher.

TEACHER IMPLEMENTATION

Because the teacher is the strongest link between the community, administration, and individual student, the eventual success or failure of the career education concept is largely a reflection of her general attitude and industry. To help the teacher develop a positive attitude toward career development, and to help promote a genuine desire to modify and refine outdated educational practices, the district administrators must encourage and reward creativity.

Perhaps of even greater importance, however, is the need for the teacher to feel secure and knowledgeable about the basic goals of the career education movement. During the 1972-73 school year, Batesburg-Leesville's Career Education Project got off to a rather slow start. One of the main reasons, from the teacher's point of view (based on the results of a survey of district personnel) was indecision – or lack of understanding about the general concept of career education.

As was learned during the 1972-73 school term, the teachers who were able to attend the volunteer workshops dealing with career education theory and methods were generally more successful and more enthusiastic. Also, these teachers tended to treat career education objectives as a meaningful, functional part of the learning process. To them, career education was not a "special program" to be implemented once or twice a week, but an organ of curriculum geared to meet the needs of all the students.

Based on these and other factors, before attempting to integrate CE into the curriculum, local school district personnel should conduct extensive orientation sessions to acquaint teachers with information about current trends in the world of work. For these sessions to be fruitful, focus upon the overall concept of career development; the expanding range of occupational opportunity; the social, education and vocational importance of work; and basic methods of relating subject matter to the general needs of the community. This issue will be discussed in detail in the section dealing with "In-service Training."

Despite the vast importance of comprehensive orientation, it does not guarantee success at making career education a meaningful part of the total curriculum. Even after inservice sessions have been conducted, there is still much planning to be done before the complete implementation process can unfold. In other words, for the classroom teacher, the real work is just beginning. It is at this point that lesson plans are revised to include assignments and activities that relate course material to career awareness, where field trips are planned to provide for exploration of job opportunities, and where students are motivated to prepare themselves by acquiring the basic academic and vocational skills needed in the world of work.

During the local project's first year of operation, the Batesburg-Leesville Career Education staff (with permission from the Superintendent of Schools) initiated four "unit planning sessions." The purpose of these planning sessions was to provide an opportunity to organize and coordinate methods of implementing the overall Process Objectives discussed earlier in this document. During these sessions (usually grouped according to the grade level or subject area of the participating teachers), lesson plans were written which were intended to cover the integration of course material with Process Objectives for a nine week period. At the elementary and middle school level, units were usually coordinated between teachers of the same grade. At the high school level, units were coordinated between teachers of the same department (i.e., Social Studies, English and Foreign Languages departments, etc.).

NOTE:

As is illustrated in the section dealing with "Major Objectives," the Process Objectives were designed to define the minimum educational activities to be implemented by the teachers. The job of the Career Education staff, at this stage, was to assist teachers in the organization and planning of implementation activities, such as field trips, role-playing, or visits by community representatives from the "world of work." This was also one motive of the initial unit planning sessions.

Also pointed out in this chapter is the fact that each grade component (i.e., elementary, middle school, and secondary) was concerned with a specific phase of the total career education concept. The elementary school level was concerned with "career awareness." At the middle school, the central focus was on "career exploration." High school activities were designed to promote an awareness of the need for "career preparation."

Several problem areas were identified during the planning sessions which helped to slow the process of implementation in Batesburg. For one, the planning "readiness" of district teachers varied greatly – due to the fact that some teachers, particularly at the high school level, were unable to attend the summer orientation workshops which outlined the basic aims of the career education movement. As a result, considerable planning time was lost due to the need for additional inservice training.

Another finding was that the "unit planning format" (included on the following page) provided by the local Career Education staff was too generalized and lacked the structure needed to enable teachers to pinpoint specific activities which would integrate course material with career education objectives. (This problem was improved considerably during the 1973-74 school year.)

Perhaps one of the most frustrating findings was the fact that several teachers viewed the unit plans as "something extra." Since they viewed the units as strictly "career education" and not a part of their total curriculum development, some of these teachers unconsciously were depicting CE as something new and different when, in fact, it was intended to be a meaningful part of the general learning experience.

OLD UNIT FORMAT

The following is an example of the old unit format used during the 1972-73 school year.

1. Name _____

   Subject _____

   Grade Level _____

2. What was your fourth unit? (Theme, activity, etc.) _____

   _____

3. What general ideas or concepts relating to "work" did your students have the opportunity to learn? _____

   _____

   _____

4. How were the things your students learned about the "world of work" related to the subject matter involved? _____

   _____

   _____

5. What activities did you use to involve students? (Ex. lectures, films, assignments, discussions, etc.) _____

   _____

6. What were the strengths and weaknesses of your units or themes?

Strengths	Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____

7. If you were repeating your fourth unit or theme or activity, what, if anything, would you do differently? _____

   _____

   _____

During the summer of 1973, the Batesburg-Leesville Career Education staff developed a new unit planning format. In adopting this new design, the lengthy list of Product and Process Objectives (the source of many teacher complaints) was condensed into one list of basic "goals" and "unit objectives." In addition to providing a more structured guide for teachers, this refined model achieved two other important purposes. First, the new format helped facilitate the teacher's task of correlating Process Objectives with course material. Second, it produced a superior means of evaluating the effectiveness of certain activities, thereby making the implementation task easier. (Also, refer to Revised Objectives on pages 19-20.)

NOTE:

The reader is asked to refer to the revised unit format included on the following page for an illustration of the planning design used in the Batesburg-Leesville schools. You will note that a space is provided for the "Unit Objectives" (what the student is to know), the "Activities" (the methods used to teach basic CE concepts) and the "Evaluation" (which gives the teacher's impression of the overall success of the activities).

Because the basic "goals" are clearly stated on each format, the teacher had only to decide what she wanted the student to know and what methods she would use to teach the concept. In addition, each teacher became responsible for evaluating how successful she was at achieving her stated objectives.

In essence, these changes were made in reaction to feed-back gathered from teachers and principals during the 1972-73 school year (when the Batesburg-Leesville CE Project was initiated). The new unit format was constructed to provide teachers with a small, concise lesson plan for implementing career education concepts with a minimum of confusion and repetition.

Another important modification made during the summer of 1973 involved the issue of overemphasizing certain career group clusters, while other (less familiar) clusters were ignored or covered only briefly. To help devise a method of coping with this problem, a group of teacher-representatives from each grade level was selected. This committee, along with the Career Education staff, selected four specific clusters (from a group of 15 -- see pages 26-27) to be emphasized in grades one through eight (see page 28).

NOTE:

Because of this setup, no student would be exposed to the same career information and activities in less than a four year interval. In addition to solving the problem of pupils being exposed to the same concepts from year to year, having certain grade levels responsible for a specific set of career clusters gave the teachers a greater sense of understanding about their individual roles.

REVISED UNIT FORMAT

Batesburg-Leesville Schools
Lexington District Three

Teacher _____ Date: From _____ To _____

Subject _____ Grade _____

Goals of Career Education	Unit Objectives: What do I want the students to know?	Activities: What methods do I use to teach this/these concepts?	Evaluation: Was I successful?
Self-knowledge			
Develop decision making skills			
Awareness of the social and personal importance of work			
Awareness of the economic importance of work			
Awareness of careers and occupational skills			

Career Clusters

1. **Agri-Business and Natural Resources**

Removing nature's riches from the earth and using the land to raise animals and crops. Jobs with oil, trees, rocks, animals and plants.

2. **Business and Office**

Typing, storing, studying, and distributing records of people's work. Jobs with typewriters, computers, copying machines and records.

3. **Communications and Media**

Getting information to people. Jobs with telephones, telegraphs, magazines, newspapers, books, radio and television.

4. **Construction**

All activities in building. Jobs with cement, plastic, wire, and tile.

5. **Consumer and Homemaking**

Jobs with food, clothing and textiles, home furnishing, and families.

6. **Environment**

The protecting and saving of the natural things around us, including the repair of damage man has done. Jobs are concerned with land, water, air, and all living things.

7. **Fine Arts and Humanities**

Creating, writing, performing, and studying. Jobs with music, plays, dance, poetry, art, novels, history and languages.

8. **Health**

Care and repair of the human body and mind.

9. Hospitality and Recreation

Jobs related to spare or leisure time activities. Jobs in parks, hotels, clubs, sports, amusements, and hobbies.

10. Manufacturing

The making of anything not found in nature. Designing, assembling, producing, packaging, advertising, and transporting.

11. Marine Science

All jobs concerning the oceans and the plants, animals, and minerals in the oceans. Fishing growing, studying, exploring, and harvesting.

12. Marketing and Distribution

Getting goods and services to the customer. Jobs in buying from the manufacturer, shipping, storing, advertising, and selling.

13. Personal Services

Working on or near individual people or animals. Barbering, hairstyling, undertaking, pet grooming, boarding, and training.

14. Public Services

Work which benefits groups of people. Teachers, police, firemen, government workers, military, and public utilities.

15. Transportation

Moving people and goods from one place to another. Airlines, railroads, ships, trucks, and buses.

UNITS CHOSEN IN CAREER CLUSTERS

Grade 1.
- Personal Services
- Agri-business and Natural Resources
- Transportation
- Post Office

Grade 2.
- Construction
- Public Services
- Consumer and Homemaking
- Hospitality and Recreation

Grade 3.
- Fine Arts and Humanities
- Agri-business
- Health
- Communications and Media

Grade 4.
- Environment
- Marketing and Distribution
- Construction
- Manufacturing

Grade 5.
- Public Services
- Consumer and Homemaking
- Communications and Media
- Transportation

Grade 6.
- Construction (Repair Services)
- Manufacturing
  - "Hands On"
  - Marketing and Distribution
  - Business and Office

Grade 7.
- Agri-business
- Health
- Fine Arts and Humanities
- Hospitality and Recreation

Grade 8.
- Public Services
- Natural Resources
- Environment
- Manufacturing
- Marine Science (Mini-unit in Science)
- Personal Services (Mini-unit in Home Economics)

NOTE:

The preceding section has primarily dealt with "implementation" from the teacher's point of view (with only brief mention of administrative input). Our purpose for choosing this particular approach has been twofold: to identify the role of the teacher in the career education movement, and to reconstruct the events, experiences, and preparations which preface actual classroom application of Process Objectives.

The reader will note that little mention was made of specific classroom techniques or activities. We have purposely omitted examples of successful experiences in this section because they will be identified and discussed in detail elsewhere. For a description of specific activities implemented by Batesburg-Leesville teachers, see "Successful Areas of Emphasis."

The remaining portion of this chapter will deal with "implementation" from an administrator's point of view. Special emphasis shall be given to the role of the district superintendent of schools, and local principals. Again, our aim will be to reconstruct the events, experiences, and special modifications which led to the application of Project Objectives.

The duties of the local career education project staff will be mentioned only briefly. A more detailed and informative description of each staff member's specific role will be discussed in the chapter dealing with "Staff Utilization."

ADMINISTRATOR IMPLEMENTATION

For career education to become a meaningful part of the basic curriculum there must be strong support and effective leadership from the local school administrators. For this reason, the roles played by the superintendent of schools and the district principals are perhaps the most crucial factors in the overall success or failure of the implementation process (and perhaps the entire career education program).

Superintendent of Schools

The superintendent's role is primarily one of providing supportive guidance to the principals, teachers, and career education staff. He is, in this respect, the primary motivational proponent of curriculum modification. In other words, it is the superintendent who starts the ball rolling by deciding whether there is to be a career development program, and by determining the degree of district involvement (i.e., whether all teachers in all grade levels will be involved, whether additional courses will be added to the curriculum, or if there is a need for career education concepts in his school system).

In terms of specific duties and responsibilities of the superintendent of schools (in relation to CE activities), these will vary from district to district depending upon the size of the school system, the number of special staff members working with the Career Education Program, and the degree of district involvement. As a whole, however, the superintendent's main role is one of strong, visible support.

NOTE:

Due to the fact that the Career Education Program in Batesburg-Leesville was federally funded, the role played by the Superintendent of Schools was considerably active. In addition to providing visible support and encouraging active involvement, he was also responsible for the implementation of several Project Objectives on the original PERT Chart. Among these were

determining new vocational courses to be offered, completing equipment list, completing facility layout for technical education courses, hiring Career Education Project Director, hiring Guidance Coordinator, ordering equipment, releasing construction contract, hiring vocational instructors, completing new vocational facility, developing plan for the adult vocational program, hiring Instructional Assistant (CE staff member), procuring needed A-V equipment, recruiting adults and dropouts for the adult vocational program, and general supervision of the Career Education project staff.

District Principals

Equally important is the role of the district principal, for he holds the key to the degree of teacher-involvement exhibited by his school. With a strong core of dedicated principals to monitor the instructional strategies and implementation activities of the teachers, there is little need for a full-time career education staff.

For career education to become a vital and meaningful part of the total learning experience, the principal must be visibly and actively involved. He must fully understand the background and theory of the career education concept, and should be willing to support and motivate his teachers to take pride in helping to prepare students for the world of work.

NOTE:

As was stated previously, the key to successful implementation of career education goals and objectives is involvement from the principle. It is highly unrealistic to expect the superintendent of schools to effectively monitor the instructional planning and concept development of all teachers employed by the district, nor is it desirable.

At the same time, not all school systems will be able to afford a full-time career education staff. Therefore, it is absolutely essential that the principal exhibit maximum involvement and participation in the general planning and development of a useful CE program within his school.

Generally, the principals of Batesburg-Leesville lacked the degree of involvement needed to ensure successful implementation of career education concepts in all grade levels. Although some principals in the district actively assisted their teachers in developing interesting and creative instructional strategies, others exhibited little concern and demonstrated only a shallow understanding of how self-knowledge, decision making skills, and other basic concepts related to subject matter and the general learning process. Because of this, many of the teachers in Batesburg-Leesville tended to think of career development as "something extra," or something to be taught "in addition to" the regular course requirements.

For career education to succeed in the schools, the principal must be an instructional leader. He must be willing and able to assist teachers in the organizing of lesson plans which consider the special needs and interests of all pupils. He must promote and encourage teachers to use instructional techniques which teach the importance of a positive self-concept, the social and personal importance of work, and the need for basic educational skills.

Most importantly, he must give strong leadership and support on a regular and continuing basis, providing a willing and accessible ear for teachers with new and creative plans for stimulating students. In Batesburg-Leesville, the principals who achieved these goals were generally the most successful.

For the career education staff administrator, the "implementation" process is a task of broad scope and responsibility. In addition to organizing relevant and informative orientation sessions (to acquaint teachers with basic career education philosophy and concepts), he must also coordinate the overall operations of the career development program and organize ways of stimulating community involvement. Specifically, his primary task is the actualization of the Project Objectives.

As was mentioned previously, the Project Objectives were designed to outline the general duties and responsibilities of the Batesburg Career Education staff. These responsibilities were broken down into specific groups of objectives for each staff member (with some duties shared jointly).

It is important to note that although specific objectives were planned and written by the Research Coordinating Unit of the State Department of Education, it was up to the Batesburg-Leesville CE staff to outline methods and strategies for achieving them. As was discovered during the 1972-73 school year, some Project Objectives were so vaguely stated (at least in terms of the needs of the local setting) until no tangible plans for implementation could be constructed. Usually such objectives were eventually dropped in favor of more practical goals.

NOTE:

A detailed description of the Project Objectives and how they were actually implemented will be discussed in the section dealing with "Staff Utilization." It is thought that the reader will better understand the role of the Batesburg-Leesville Career Education staff if the job description is not isolated from the actual implementation activities coordinated by each staff member.

Although the Batesburg School District employed four full-time career education staff members, this was mainly possible due to the fact that their CE project was federally funded. It is realized that only a few school districts will have the funds needed to provide full-time staff representation. However, the responsibilities of monitoring a career development program can be carried out by one full-time coordinator, if funds are available for this purpose.

In school districts where funds are extremely limited, the duties and responsibilities assumed by the Career Education Director (in the case of Batesburg-Leesville) can be handled by the principals of the participating schools. However, if such a situation occurs, each principal involved with implementing career education should receive extensive inservice training so that he may be well acquainted with the general philosophy and objectives of career development.

Also, in districts where the principals will direct the career education activities, basic Process and Product Objectives should be tailored to meet the special needs of their respective schools. For additional information, refer to the section under "Implementation" which deals with the duties of the principal.

EVALUATION

In order to provide an adequate description of the total evaluation process employed by the Batesburg-Leesville Career Education Project (in conjunction with the State Department of Education's Research Coordinating Unit), it is necessary to make some mention of the purposes and justification of the approach we have taken. However, of equal importance is the need to identify the strengths and weaknesses of both the evaluation system and the product obtained through our efforts.

To achieve these goals, while at the same time reflecting accurately the implications of what we have learned, is our main concern in this section. For an actual summary of the evaluation reports submitted by the research gathering teams (Lyles, Bissett, Carlisle & Wolf and The University of South Carolina) the reader is asked to refer to the July, 1973 *Final Report of Research and Development Project in Career Education, Batesburg-Leesville, South Carolina.*

The following are the basic objectives of the evaluation system utilized by the Batesburg project:

A. EVALUATION GOALS

1. To measure the effectiveness of the total project with regard to the achievement of stated objectives.

2. To determine the feasibility of implementing Career Education on a statewide pilot program basis.

3. To provide assurance to the funding agency that grant award conditions have been fulfilled.

B. EVALUATION APPROACH

1. External evaluation by a disinterested third party.

   a. Measure progress toward achievement of all project objectives.
   b. Appraise effectiveness of the use of all resources (human, physical, and financial) in achieving project objectives.

2. Internal evaluation by Research Coordinating Unit, district staff, and contracted consultants.

   a. Continuously assess progress toward achieving project objectives and initiate appropriate action.
   b. Measure student outcomes in relation to stated product objectives.
   c. Continuously assess the achievement of stated process objectives and measure their resulting effectiveness.

The Evaluation of the Research and Development Project in Career Education, Lexington School, District Three, took place on a continuous basis. The attainment of the Process and Project Objectives was evaluated through a contract negotiation by Lyles, Bissett, Carlisle & Wolf. The following was taken from the contract with LBC&W:

". . . 2. Scope of Services

A. To develop measuring techniques to determine the degree of meeting all of the project objectives in attachment No. 1, pp. 16-23; and to submit said measuring techniques to the Department for its approval. The Department's approval being conditional to the initiation of any subsequent service to be performed under the contract. It shall be further agreed that any payment under the contract will be conditional upon the Department's approval.

B. To evaluate the effective use of resources in achieving the objectives of the project in Attachment No. 1, pp. 16-23. The evaluation of resource use shall be submitted to the Department at the minimum of four key milestone points to be determined after the first analysis. The aforementioned analysis to be available the first week of August, 1972.

C. To evaluate the activities of the project at the key milestone points during the contract.

1. The evaluation of the activities of the project shall be accomplished by an event in Attachment No. 1, p. 15.

   a. This evaluation system shall require visits to the demonstration site at least once per month during the remainder of the project period.
   b. During the above visits, personal face-to-face contacts will be made with those members of the district having primary responsibility for the activities during that month. Primary responsibility will be determined by the Project Responsibility Checklist found in Attachment No. 1, pp. 16-23.
   c. This evaluation system shall be similar to the Project Pert Plan referred to in Attachment No. 1, p. 15.
   d. The purpose of the visits to the demonstration sites and the personal contacts with those having primary responsibility for the activities during that month will be to observe, question, and review the project progress.

D. To set up and carry out interviews at the beginning and termination of the evaluation of the Research and Development Project in Career Education – Lexington School District Three.

1. The following personnel shall be interviewed at the beginning and termination of the evaluation.

   a. The 2 RCU members involved in the design of the project
   b. Director of Vocational Education
   c. Chief Supervisor of Ancillary Services
   d. District Superintendent
   e. The four principals in the district
   f. One teacher per grade
   g. Guidance Coordinator
   h. Project Director
   i. One Special Education teacher

2. All structured interviews will be submitted to and approved by the Department prior to use.

3. Provide the Department with a written report at the end of each two month period stating the results of the evaluation activities in that period. A final written report containing a summary of all services rendered and all recommendations made shall also be submitted before June 7, 1973."

The University of South Carolina was contracted to evaluate the extent to which the Product objectives were met. The following was taken from the contract with Bailey, Maiden and Rotter.

"... 2. Scope of Services

The Contractors shall do, perform and carry out, in a professional and satisfactory manner, as determined by the Department, the following Scope of Services:

A. Administer a self-concept scale (as approved by the Department) in a pre-test and post-test mode to a minimum of 60 students (hereinafter called "treatment group") at the beginning (no later than September 30, 1972) and completion (prior to the last day of May, 1973) of the Project to determine the changes in the student's feelings toward themselves and others.

The Contractors shall also choose a group statistically similar (hereinafter called "control group") to the treatment group and administer the same self-concept scale in the same pre-test and post-test mode at the same times of the school year, 1972-73. The results of the tests administered to the control group shall be compared to the results of the tests administered to the treatment group. Any payment under this Contract as set forth in Paragraph 10, Method of Payment, shall be contingent upon the Department receiving a report stating the results of these tests and any comparison between the tests of the two groups.

B. Interview at the beginning of the school year, 1972-73, a minimum of 24 teachers participating in the Project to determine the following:

1. Feelings toward the Project.

2. Understanding of the Project and the stated objectives of the Project.

3. Planned activities to accomplish the objectives of the Project.

4. Attitudes toward the world of work.

5. Understanding of the world of work.

The aforementioned teacher interviews will be repeated a minimum of three times throughout the year to adjudge whether "Process Objectives" of the Project as stated in Section III of Attachment 1 are being achieved. Any or all payments under this Contract as stated in Paragraph 10, Method of Payment, shall be contingent upon the Department receiving a written report stating the results of said interviews.

C. Conduct interviews with a minimum of 60 students to determine if the "Product Objectives" of the various grade components as stated in Section III of Attachment 1 are being accomplished. Said student interviews will be structured according to the multi-various needs of the grade components as stated in Section

III of Attachment 1. The final payment as stated in Paragraph 10, Method of Payment, shall be contingent upon the Department receiving a report stating the results of said interviews.

D. Provide the Department with a written report stating the results of the evaluation activities conducted during that period. Said report shall be submitted at least once every two months and any and all payments under this Contract as stated in Paragraph 10, Method of Payment, shall be contingent upon the Department receiving and approving said reports.

E. Submit a summary and final written report on or before June 7, 1973. Said report shall contain a summary of all services rendered under the Contract and any and all recommendations of the Contractors. The final payment as set forth in Paragraph 10, Method of Payment, shall be contingent upon the Department receiving and approving at least two copies of said report."

In addition, in order to systematically assess the degree of progress made in achieving established objectives, an internal evaluation system was maintained. It served as an informal tool which was employed by the Project Coordinator and the District Project Director to aid them in monitoring their activities.

Internal Evaluation System

A. Purpose

1. To systematically assess the degree of progress made in achieving established objectives

2. To initiate required corrective measures

B. Criteria

1. Project Plan

2. District Plan

3. Teacher's instructional plans

C. Methods of Feedback

1. Verbal Communication

2. Written status reports

3. Meetings

4. Third-party Evaluators

Originally it was designed to have scheduled principal and superintendent meetings. However, as a result of a general consensus, it was decided to call meetings on when administrative decisions needed to be made. Communications with principals did take place on an informal basis quite frequently; therefore, regularly scheduled principal's meetings were found to be superfluous.

Guidance Counselors met with Project Director and Guidance Coordinator once per unit to evaluate strengths and weaknesses of the Career Guidance Program. It was decided here also that frequent informal visits were more valuable than scheduled meetings.

Since, in reality, the Guidance Coordinator served as an associate director, communications between the project director and guidance coordinator were very close, continuous, and on a daily basis with both reporting to project coordinator once every two weeks on progress.

The most important communication link, of course, is between project personnel and the teachers. Since all teachers (approximately 150 in the district) were involved in the project, communications with the entire group was virtually impossible. Therefore, each grade was asked to elect one chairman to act as liaison between teachers and project staff. Chairmen were seen on a regular basis at least twice per unit and all teachers at least once per unit.

The third party evaluators monitored progress of teachers, pupils, and administrators. Scheduled meetings with these parties were arranged to evaluate progress periodically.

NOTE:

The preceding section described the evaluation system utilized during the 1972-73 school year. In discussing the general design and structure of the system, we have purposely avoided comment about the general operational effectiveness of the plan and have neglected to identify the major problem areas which were discovered. However, we will focus upon these areas in the following paragraphs.

One of the initial concerns affecting the operational effectiveness of the evaluation system was the delay in completing final contract negotiations with the "third-party consultants." As a result of this delay, the University of South Carolina's evaluation team conducted their initial testing of randomly selected students on October 25, 1973 (after the pupils had already received some exposure to basic career education concepts and activities). Because of this factor, it is believed that the data did not accurately reflect changes in students' feelings towards themselves, others, the world of work, and the career education concept. (Post-testing was completed during the spring semester of 1973, thereby leaving a very short time span between pre-test and post-test administrations). These and other factors have been documented by the USC Evaluators in the Final Report of Research and Development Project in Career Education, Batesburg-Leesville, South Carolina.

Another factor affecting the operational dexterity of the evaluation system was the problem of selecting suitable dates (for testing, interviews with teachers and district administrators, etc.) which did not conflict with previously scheduled school activities. Often, tests and interviews scheduled between third-party evaluators and the district pupils and teachers conflicted with six-week grade reporting periods. As a result, negative reactions toward the entire evaluation process may have been fostered, which would seriously affect student and teacher impressions of the career education program.

Another problem area concerned the "internal evaluation system." Although this system was planned and developed prior to contractual agreement with the LBC&W evaluation team, the actual implementation process was slow getting started. This, for the most part, was due to the CE Project staff's lack of understanding regarding the technical mechanics of implementing the internal evaluation system.

Although the third party evaluation teams contracted to appraise the Batesburg-Leesville Project (LBC&W and the University of South Carolina) were successful in achieving their general objectives of measuring the effectiveness of the total project, and providing assurance to the funding agency that award conditions had been met; the need for a more descriptive assessment still existed. One concern noted by the local career education staff was that the final evaluation reports were generally too complex to help the teachers and principals to fully understand the impact of their efforts. As a result, many teachers (many of whom had done commendable jobs in implementing career education concepts) were left with an unwarranted feeling of failure and uncertainty – mainly because the reports could not identify specific areas of pupil grov th attributable directly to the influence of career education.

Another problem was the fact that by basing the evaluation design on performance objectives, the local school district (and the Research Coordinating Unit of the State Department of Education) failed to account for product-outcomes that were not listed as goals. Because of these and other factors, during the 1973-74 school year, the district contracted a new third-party evaluating team.

NOTE:

The previously mentioned comments concerning general reactions to the third-party reports submitted by Lyles, Bissett, Carlisle & Wolf and the University of South Carolina were not intended to be derogatory of these two agencies. Rather, they were included here to illustrate the factors which led the Batesburg-Leesville Career Education staff to actively seek a new means of evaluating the overall program.

As was indicated, the third-party evaluators did a commendable job of measuring the effectiveness of the Batesburg Career Education Project in achieving its overall objectives. However, it was the opinion of both the State Department of Education's RCU and the local Career Education staff, that the evaluations received did not clearly affirm or disaffirm the feasibility of implementing career education on a statewide basis.

In hopes of solving this problem, IBEX, Inc. was hired to conduct an "information based" evaluation of the Batesburg-Leesville CE Project beginning with the 1973-74 school year.

According to the evaluation design document submitted by IBEX, the information based approach to evaluation has several advantages over the "performance objectives" method. As is pointed out on page eight of the document, performance objectives provide a very inflexible basis for evaluation in that they are seldom changed during the program year, and thus information needs (which are fluid) cannot be adequately addressed.

Another problem with using the performance objectives as a basis for evaluation is that important information is often ignored (since objectives are not developed with information needs in mind, but are designed as guides for program management). Or, in other words, instead of meeting the information needs, the program objectives become reference points.

According to IBEX, "information based evaluation," the users are the reference points. Consequently, the evaluation is tailor-made to the individual needs of the school district.

NOTE:

The following paragraphs are taken from the IBEX Evaluation Design Document for the Lexington County School District No. Three, Batesburg, South Carolina, and will provide a brief description of the scope of IBEX's evaluation.

"Information Based Evaluation (IBE) rests on three major components: information users, information domains and evaluation questions. At the evaluation design conference with the Batesburg-Leesville staff, these three components were carefully viewed and given priority rank in the Career Education evaluation.

Information Users

Those who need or desire information about a particular project or program in the semantics of IBE are called information users. For Batesburg-Leesville the following priority list of users was adopted: Teachers, Central Staff, Principals, Guidance Staff, State Department of Education, Professional Education Community, Business and Industrial Community, and the U. S. Office of Education.

Information Domains

A general area of concern for project or program staff and participants is called an information domain. For this project the following list of domains was adopted: Instructional Strategies, Student Self Knowledge, Career Awareness and Importance of Work, Achievement (holding power), Staff Attitude, Decision Making Skills, Free Enterprise, and Cost Analysis.

Evaluation Questions

The following list of evaluation questions is organized by information domains. During the course of the evaluation, additional questions may arise which can be answered with the available data elements. If so, they will be added to the following lists:

Instructional Strategies:

1. What instructional strategies lead to success in the project?

2. What is the importance of field trips to success in the program?

3. What career education practices are adopted by the teachers? What is the level of use?

Student Self Knowledge:

4. Is there positive increase in student attitudes toward: self, school, teachers, learning, or peers?

5. What instructional practices lead to positive increases in student attitudes?

Career Awareness/Importance of Work:

6. Do students recognize the importance of a variety of careers?

7. Is there significant positive student growth in career awareness?

8. Which instructional strategies promote student career awareness?

Achievement/Holding Power:

9. Do students show patterns of achievement growth during the remainder of the project?

10. Does the school district increase its holding power during the life of the project?

11. What instructional strategies increased achivement and holding power?

12. What instructional strategies failed to increase holding power and achivement?

Staff Attitudes:

13. Do the following feel that career education strengthened the instructional program: teachers, administrators, central staff?

14. What is the relationship between the attitudes of the above and success in the program?

Decision Making Skills:

15. Can the student identify information pertinent to a decision?

16. Can the student identify the components necessary to decision making?

17. Can the student identify alternatives in decision making?

18. Can the student identify the steps necessary to implement a decision he has made?

Free Enterprise:

19. Do the students understand the exchange of goods and services; the monetary system?

20. Do the students understand the production and distribution of goods and services?

21. Do the students understand supply and demand?"

EVALUATION CONSTRAINTS

No evaluation effort is devoid of constraints or limitations. Thus, it is imperative that these constraints be considered from the beginning of the evaluation and procedures established to work within these constraints. Two major constraints – time and resources – are of primary importance.

For the two Part C evaluation efforts, $12,446 or eight percent of the gross budget has been allotted. It is necessary to delete some desirable information needs in order to stay within this constraint.

Principals have agreed to one and one-half hours of student time in the fall and spring assessment periods. To meet this constraint, a modified sampling matrix using test, grade, and

class as variables may be adopted. Thus, all students may not take all tests. Each student will have one hour to one hour and fifteen minutes of actual testing time.

All students in Batesburg-Leesville School District No. 3 will participate in the career education project. Thus, no control group will be possible for the study.

Teachers will receive forty-five minutes of inservice education in test administration, take a thirty minute survey and keep a strategies log for one week. This requires fifteen minutes a day of teacher time.[1]

NOTE:

The preceding section was written to provide a general overview of the third-party evaluation system designed by IBEX, Incorporated.

As is implied by the "evaluation questions" (which are tantamount to IBEX's product objectives) the information based evaluation should provide a clear-cut answer to the question of statewide implementation of career education programs. It should also identify the specific instructional strategies which help promote career awareness, exploration, and preparation, and will hopefully determine if career education has had any effects upon the overall "holding power" of the Batesburg-Leesville School System.

For districts considering the implementation of a career education program, the degree and type of evaluation system most advisable would depend on the individual needs of that district. Since the career education program in Batesburg-Leesville was federally funded, it was necessary in our case to hire third-party evaluators to meet government requirements.

The following "Executive Summary" was taken from the *Annual Evaluation Report, 1973-74, Research and Development Project in Career Education, Lexington School District Three,* submitted by IBEX, Incorporated, the independent third-party evaluators, and is on file with the State Department of Education, Columbia, South Carolina.

Executive Summary

"The U. S. Office of Education requires that all Part C Vocational Exemplary Projects have an independent third party evaluation. In response to a request for proposals from the South Carolina State Department, IBEX, Incorporated submitted a proposal in 1973 and was selected to perform the evaluation.

The evaluation activities began in the summer of 1973 with a design conference in Batesburg-Leesville. This conference set the parameters for the evaluation and specified the roles to be played by IBEX and the Project staff in carrying out the evaluation functions.

The IBEX evaluation team was headed by Dr. Hugh I. Peck, and included Mr. King Nelson, President of IBEX, Mr. Gerald Matson, Mr. Steve Davis and Mr. Steve Schulz of the IBEX staff.

[1]Hugh I. Peck, Evaluation Design Document for the Lexington County School District No. Three, Batesburg, South Carolina Career Education Project, IBEX, Incorporated, Arlington, VA (September, 1973) pp. 12-15.

Responsibility for the various evaluation functions was divided between IBEX and the Project staff, since much of the data collection and record-keeping was integral to the implementation of Project activities. Since Batesburg/Leesville is a small school unit, it was agreed that rather than try to interpret results for each grade level's grades, groups would be combined into Primary, Intermediate, Middle and Senior High School.

Assessment of evaluation questions which were dealt with in detail by the Project staff are presented in another section of this report (Annual Evaluation Report). All data collected and analyses performed by the Project staff were reviewed carefully by the evaluation team and found to be accurate.

The results of the evaluation are organized around four information domains or evaluation areas of interest. These domains are: (1) student self concept, (2) student relationships with the world of work, (3) student attitudes toward career development, and (4) student decision-making skills.

The major results of the second year evaluation are summarized in the following paragraphs. A detailed presentation of the results of IBEX's evaluation is found in Section IV (Annual Evaluation Report).

- Primary age children in Batesburg/Leesville Schools showed significant gains in self concept as measured by the Self Observation Scales. Specifically, they showed gains in Self Acceptance, Social Maturity, School Affiliation and Self Security between the fall of 1973 and the fall of 1974 (the period of this career education project).

- During the same period, the primary students showed no significant change in Achievement Motivation.

- During this period intermediate age children involved in the same project showed significant positive gains (on the Intermediate Level SOS) in Self Acceptance, Social Maturity, Social Confidence, Peer Affiliation, Teacher Affiliation and Achievement Motivation.

- Intermediate students showed a slight, but not significant loss in School Affiliation – this is an anticipated phenomenon.

- Middle school children showed gains in family, school and general aspects of self concept as measured by the Self Appraisal Inventory. The same group showed significant loss in peer relationships.

- On the same measure, high school students showed significant gains in "general" self appraisal, significant loss in peer relationships and no significant changes in school or family areas.

- The overall pattern of scores (JAQ) from the Occupation Awareness Survey indicates that the Batesburg/Leesville students were more aware of a greater number of occupations in the fall of 1974 than they were in the fall of 1973.

- Intermediate grade students showed significant gains in social skills, academic skills and aspiration level as measured by the Career Awareness Development Inventory (CADI).

- Middle school students showed the same pattern of gains on the CADI.

- Secondary students showed (on the CADI) significant gains in academic skills and aspiration level.

- As measured by the Decision Making Scale, Batesburg/Leesville intermediate and middle school students employ the following decision strategies most often: taking thought, doing as expected, and continuing as before.

- Attitudinally, the students are not consistent toward decision situations."

INSERVICE TRAINING

As was mentioned previously, one of the major weaknesses of the Batesburg-Leesville Career Education Program (particularly during its initial stages) was the lack of an extensive inservice training program for all district teachers. Since the CE Program in Batesburg was to be implemented in grades K-12, involving all teachers and pupils assigned to the district, the lack of total teacher participation in the summer workshop sessions severely hampered the general effectiveness of the inservice training effort.

NOTE:

The summer workshop sessions (held during the months of July and August, 1972) were voluntary – due to the fact that some teachers were either attending graduate classes or teaching summer school. Because of these and other factors which prevented many teachers from attending the summer meetings, total participation was impossible.

For any beginning career development program to succeed, adequate inservice training is a must. However, of equal importance is the need for all personnel involved with implementing CE concepts (especially the teachers and principals) to be equally prepared and knowledgeable.

Each teacher involved with implementing career development should have an understanding of the basic goals and objectives of the program. Also the teacher should be provided enough training in constructing lesson plans to allow these "objectives" to become a functional part of the overall instructional techniques. The summer workshops held in Batesburg were designed with this purpose in mind. It was hoped that by covering the objectives and general philosophy during these meetings, the regular inservice training sessions (held during the first week of school) could be used to plan and coordinate instructional strategies.

However, because many teachers were unable to attend the summer workshops, an acute imbalance of planning "readiness" resulted. Whereas those teachers who had attended the summer sessions were knowledgeable about the basic goals and objectives of career education (and ready to plan instructional strategies), others were not – especially at the secondary level where only one or two members of the faculty were able to attend. Consequently, when the regular inservice began during the first week of school (September, 1972), the time, which was originally set aside for teachers to plan, coordinate, and edit their instructional strategies for implementing CE objectives, was actually used in re-explaining the philosophy, goals, and objectives of the overall program. Obviously, this resulted in a state of mass confusion and uncertainty.

Generally speaking, many of the problems encountered during the Batesburg Project's first year of operation are directly traceable to a lack of planning readiness on all levels. With a carefully planned and scheduled inservice training program, these complications can be eliminated.

Where and with whom does effective inservice training begin? To insure maximum utilization of inservice time, there must be firm and coordinated guidance from the administrators (superintendents, principals, and career education coordinators).

In this respect, the district superintendent plays an important role by providing strong and visible support for the basic objectives and philosophy of career education. In addition, he must

provide or implement several workshops with the principals to assure that they, too, are in agreement with the overall philosophy of career development, and are capable of providing instructional leadership in helping teachers plan and organize techniques for implementing CE concepts.

Most important of all, the superintendent must emphasize the fact that career education is not something new or "extra" but is a vital and meaningful part of the total curriculum. Unless the district principals understand, embrace, and are willing to promote this point of view, inservice training for the teachers (no matter how well organized) will be an exercise in futility.

NOTE:

Since the principal's role as an "instructional leader" is especially critical to the level of enthusiasm and industry displayed by the teachers working under his supervision, it is felt that "theory" should be stressed with the principal, not with the teachers. Although some discussion of theory with the teachers is needed (mainly as a general overview, or background for planning), the central emphasis of teacher-inservice should be "practical application."

In this respect, the inservice training for teachers should utilize the skills of teachers who had worked with career education previously to help others plan and construct their instructional strategies. Hopefully, these sessions will be broken down into small groups (either by grade level or subject matter area).

Again, with the teachers, the inservice training period should de-emphasize theory and maximize application. Most importantly, everyone (teachers, principals, and district administrators) should agree that career education is what the district needs and wants.

STAFF UTILIZATION

Since the career education program in Batesburg-Leesville was federally funded, it was possible to employ four full-time staff members. Although it is realized that only a few school districts will have the funds necessary to provide full-time staff representation, this chapter is intended to describe the various techniques used by the Batesburg-Leesville Career Education staff in facilitating the implementation process.

As a whole, the text of this chapter will be directed toward the district administrator. Hopefully, the points covered will help the superintendent of schools to assess the practicality of providing a full-time coordinator or staff. More specifically, however, this section will identify the roles played by the CE staff in implementing career development objectives.

NOTE:

The decision to employ a full-time career education staff depends upon the particular needs and constraints of the school district. If funds are not available for this purpose (and if the principals become actively involved in the planning and coordination of instructional strategies in their schools) a special staff is not essential.

The person or group of persons responsible for coordination of career development activities should, however, have a flexible time schedule with duties which are not confining in nature. This is especially true in districts where no full-time career education coordinator or staff is employed.

Because of the considerable amount of time consumed with community relations (i.e., helping teachers to arrange field trips, contacting speakers from the "world of work" to talk with students, etc.) a flexible schedule is of extreme importance to the instructional leader of the career development.

Another point worthy of consideration involves the "objectives of career education." These should always be tailored to meet the needs of the district. Only after a suitable set of objectives are approved, and only after instructional strategies and activities have been planned, can we begin to plot the role of the instructional leaders (whether they be full-time CE staff employees or local principals).

As was mentioned in the section dealing with "Major Objectives," the specific concepts or objectives utilized by the Batesburg-Leesville Career Education Project were planned and written by the Research Coordinating Unit of the State Department of Education. The duty of the Career Education staff was to outline strategies for achieving the Project Objectives. (These objectives provided a system of events that would lead to the accomplishment of both the product and process objectives. The Project Objectives were the actual implementation strategy of the overall project, i.e., the administrative "how to.")

NOTE:

The author thought it necessary to digress during the preceding paragraphs to show the inter-relationship between the Project Objectives and the roles played by each member of the Batesburg-Leesville Career Education staff. Following a brief role description of each employee, we will focus upon the specific objectives implemented by the Project Director, Guidance Coordinator, Instructional Assistant, and Project Secretary.

ROLE DESCRIPTIONS

A. Project Director – The role of the Project Director is one that involves planning, developing, organizing, evaluating, and administering the overall activities of the career education project. The Project Director works in close coordination with teachers and administrators on all levels within the school system, and maintains continuous contact with the community and members of the world of work.

The overall progress of the Career Education Project is the Project Director's responsibility, and this individual must see that all parts are well oiled and running on schedule. The Project Director also plays the role of dissiminator of information on current CE trends in the district to other districts, local and national.

The director should be a motivator, skilled in curriculum planning and development, and must be able to accept suggestions (and criticism) without hostility. This individual, who is in a vulnerable position, must realize that cooperation is the median of success.

B. Guidance Coordinator – The role of the Guidance Coordinator is to organize and monitor the overall activities of the guidance department as they relate to career education. In this respect, this individual works in close coordination with the counselors in planning a series of guidance techniques for promoting career awareness, awareness of the social and economic importance of work, positive attitudes toward self, and awareness of the need for basic educational skills.

The Guidance Coordinator may also help with general placement and follow-up activities. In essence, the Guidance Coordinator also serves as assistant to the Project Director.

C. Instructional Assistant – The role of the Instructional Assistant is to help teachers in the actualizing of teaching strategies for implementing career education concepts. The Instructional Assistant is responsible for helping teachers to make final arrangements for field trips, contacting members of the community to speak to students about the special skills and preparation needed in their careers, and monitoring of audio-visual aids.

Since the Instructional Assistant also is responsible for scheduling of visitation by outside parties and arrangement of field trips to the community, the person hired for this position should possess good communicative skills. However, the most important trait needed for this job is an ability to work hormoniously with many different types of people.

D. Project Secretary – The role of the Project Secretary is generally comparable to the duties normally performed by secretaries (i.e., filing, general clerical work, ordering supplies and materials).

NOTE:

The preceding section has given a brief role description of the career education staff members originally hired by the Batesburg-Leesville School System in 1972. However, to obtain a clear picture of the various duties and responsibilities carried out by the career education staff, it is necessary to refer to the Project Objectives PERT Chart (discussed previously in the chapter dealing with "Major Objectives").

As the reader will note, the PERT Chart designated the specific objectives (or responsibilities) to be implemented by the Superintendent of Schools and the Career Education staff. The next section will briefly discuss the role of the CE staff in achieving these objectives.

GENERAL OBJECTIVES AND RESPONSIBILITIES OF PROJECT DIRECTOR:

A. Primary Responsibilities

The following is a list of primary objectives implemented by the Career Education Project Director:

1. Survey Existing A-V Equipment – In order to determine the A-V needs of the district, the Project Director (working in conjunction with the local principals) compiled a list of all existing audio-visual equipment in the district.

2. Project A-V Equipment Needs – Using the information received from the principals, the Director estimated the amount of extra materials needed and later began processing requests and ordering.

3. Establish Community Resource Council – The Project Director, with assistance from the Guidance Coordinator, met with the superintendent of schools to gather suggestions for possible members of the Resource Council. In this meeting it was determined that the group should include representatives from business and industry, parents, representatives from the medical profession, and teachers. For the most part, members of the Community Resource Council were local residents of Batesburg-Leesville. The purpose of the organization was to establish lines of communication with the public, and to obtain their suggestions as to how the school system could be of more service to the community.

4. Develop Prevocational "Hands On" Activities – The Project Director, along with a team of district teachers, visited school districts in Georgia and North Carolina to observe prevocational programs in operation. After visiting several different programs, the group met to identify the best elements of the projects they had seen and decided upon a plan which best suited the needs of the students of the Batesburg-Leesville area. Next, equipment for the prevocational resource rooms was ordered by the Project Director with funds provided by federal funding agency. Mostly, the equipment consisted of programed A-V units which provided a demonstration of how an electrician, for instance, would use the tools of his trade, followed by an activity in which the student worked with similar tools (working under the supervision of the resource instructor) to complete a basic task normally performed by individuals involved in that particular career area.

5. Complete District Project Plan – The Project Director, working jointly with the Career Education Project staff, the local principals, teachers, superintendent of schools, and State Department of Education Research Coordinating Unit, developed and refined a series of strategies for implementing the Project Objectives. (As was mentioned previously, these objectives were the administrative "how to.")

6. Develop Publicity Campaign – Originally a responsibility of the Project Director, this activity was implemented by the Guidance Coordinator. (For additional information, see "General Objectives of the Guidance Coordinator.")

7. Summarize Career Education Activities – The Project Director, with assistance from the Guidance Coordinator, reported the progress of the Batesburg-Leesville Career Education staff in completing scheduled activities.

8. Summarize Available A-V Material – The Project Director submitted a list of all audio-visual aids purchased by the Career Education Project.

9. Complete First Planning Session – The Project Director, with assistance from the local principals, career education staff, superintendent of schools, and State Department of Education RCU, implemented the first unit planning session. The purpose of this session was to allow teachers to plan the instructional strategies and techniques to be used during the first nine weeks of school. Usually, teachers were grouped either by grade level or subject area to coordinate methods of implementing basic career education concepts. The career education staff provided teachers with a planning format which requested them to note how they were to teach concepts, such as the social and personal importance of work, decision making skills and the importance of a positive self-concept.

10. Complete Second Planning Session – Teachers met to plan instructional techniques for the second nine weeks of school. Usually, the Project Director circulated from group to group during these meetings to answer questions raised by the teachers.

11. Complete Third Unit Planning Session – Teachers met with Project Director and career education staff to plan unit instructional activities for the third nine-weeks period.

12. Complete Fourth Planning Session – Teachers met with Project Director and career education staff to plan unit instructional strategies for the fourth nine-weeks period.

13. Summarize Results of District Plans – Project Director met with members of the career education staff to summarize activities and objectives implemented during the school year. This report outlined the strategies used by the Batesburg-Leesville Career Education staff in achieving major project goals and objectives.

14. Complete Summary Sessions – Project Director met with teachers to identify and evaluate the entire career education program's impact on the school system. At this time, teachers identified the major strengths and weaknesses of the Career Education Project, commented about ways of improving the inservice training period, and evaluated the instructional strategies which they viewed as most successful.

15. Complete Instructional Program Section of the Handbook – The Project Director, working with the career education staff, summarized the instructional strategies identified by a majority of the district's teachers as being successful. This data was turned over to the State Department of Education's Research Coordinating Unit for inclusion in the 1972-73 Quarterly Progress Report, January through April.

16. Complete Draft of Handbook – Project Director worked with the State Department of Education's RCU in editing the final draft of the Batesburg-Leesville Career Education Project's final report.

NOTE:

The preceding section has identified and discussed the primary responsibilities implemented by the Batesburg-Leesville Career Education Project Director during the 1972-73 school year. One fact not brought out in this section is that some of the objectives were implemented behind schedule. We have purposely avoided inclusion of "completion dates" for these activities since the report submitted by the third party evaluators (LBC&W and the University of South Carolina) discuss in detail the overall effectiveness of the Career Education Project staff in implementing basic objectives.

For a discussion of effects of these late completion dates on the overall administration of the Batesburg-Leesville Career Education Project, the reader is asked to refer to the Research and Development Project in Career Education, Batesburg-Leesville, South Carolina, Final Report.

The next section will briefly describe the supplementary responsibilities assumed by the Project Director. As the reader will note, many of these responsibilities or objectives were implemented by the Project Director working in conjunction with the State Department of Education's RCU and the Batesburg-Leesville Career Education staff.

B. Supplementary Objectives

The following is a list of the Project Director's involvement in other project related activities.

1. Complete Plans for Document – Implemented jointly by Project Director and State Department of Education's Research Coordinating Unit, this involved planning an outline of the contents of the handbook. This handbook was to be used by school districts throughout the state of South Carolina in organizing and developing their own career education programs.

2. Complete Summer Workshop Agenda – Achieved through joint efforts of the State Department of Education's RCU and the Project Director. A series of six voluntary summer workshop sessions were scheduled for project orientation and planning for the 1972-73 school year.

3. Complete First Voluntary Workshop – This workshop was the first in a series of six dealing with the general philosophy and objectives of the career education concept. Teachers and program coordinators who had acquired some experience in working with various aspects of curriculum development (and career education) were invited to participate as group discussion leaders during these workshop sessions.

4. Complete Second Voluntary Workshop.

5. Complete Third Voluntary Workshop.

6. Complete Fourth Voluntary Workshop.

7. Complete Fifth Voluntary Workshop.

8. Develop Emergency Alternate Instructional Plans for Vocational Courses – Since the new vocational building under construction on the Batesburg-Leesville High School campus had not been completed by the time school began, an alternate course of instructions had to be developed to accommodate the delay. This was primarily the responsibility of the high school principal and vocational teachers.

9. Complete Sixth Voluntary Workshop – The sixth and final workshop was dropped. In its place, another staff planning session was held during the first week of school.

10. Form Craft Committees for all Vocational Courses – Implemented jointly by Project Director, State Department of Education RCU Coordinator, and the high school principal. The Project Director and the RCU Coordinator met with the high school principal to discuss concepts of craft committees. It was agreed upon that the principal would survey vocational teachers for approval. During final staff planning session, guidelines were established by the principal and teachers of vocational courses which outlined the functions of the craft committees for the 1973-74 school year.

NOTE:

Objective 10, "Form Craft Committees for all Vocational Courses," is an example of an objective not tailored to meet the needs of the district. Since the vocational teachers of Batesburg-Leesville could not decide upon a purposeful way of using the proposed craft committees, this activity was eventually dropped.

11. Complete Implementation of Second Instructional Plans – Objectives 11, 12 and 13 were all primary responsibilities of teachers. However, it was the Project Director's responsibility to designate ending dates for each unit, supply evaluation forms, etc. (this was discussed previously).

12. Complete Implementation of Third Instructional Plans.

13. Complete Implementation of Fourth Instructional Plans.

14. Complete Vocational Program and Summarize – At the end of the first year of operation (May, 1973) each phase of the Career Education Program was evaluated and summarized. The director assisted high school principal and vocational teachers in summarizing their activities.

15. Summarize Results of All Project Evaluations – Implemented jointly by Project Director and RCU Coordinator. This is the written summary of the Project Director's activities.

16. Complete Instructional Program Section of the Handbook – In achieving this objective, the Project Director submitted forms to teachers requesting them to identify and reconstruct one instructional strategy they viewed as successful. Forms were given to each grade level chairman. These chairmen served as coordinators of their individual groups.

17. Complete Vocational Section of the Handbook – Implemented jointly by Project Director and RCU Coordinator. An evaluation form was developed and submitted to the Batesburg-Leesville High School vocational instructors for completion. Later, these forms were edited and included in the handbook.

18. Complete Evaluation Section of the Handbook – Evaluations of the Career Education Program were secured from teachers, edited by the Project Director and RCU Coordinator, and included in the handbook.

19. Complete A-V Section of the Handbook – The Project Director, working jointly with the teachers and the Career Education staff, developed a list of all audio-visual aids ordered with career education funds. Also included was a list of materials (viewed by teachers) found most helpful in facilitating the implementation of basic CE concepts.

GENERAL OBJECTIVES AND RESPONSIBILITIES OF THE GUIDANCE COORDINATOR

A. Primary Objectives

The following is a list of primary responsibilities assumed by the Guidance Coordinator.

1. Register Students for Vocational Courses – This objective was implemented primarily by the high school counselors with assistance from the Guidance Coordinator. Since it

was not known until the beginning of the school year exactly what vocational courses would be offered, it was necessary to promote student interest in registration for the new classes such as industrial sewing, distributive education, etc. (this role was fulfilled by the Guidance Coordinator working jointly with the high school guidance staff).

2. Complete Five-Year Follow Up Study – Implemented by high school guidance counselors with assistance from the Guidance Coordinator. The purpose of this activity was to determine what new vocational courses would best serve the needs of the Batesburg-Leesville area in preparing students for the world of work.

3. Summarize Results of 5-Year Follow Up Study – The Guidance Coordinator, working jointly with the State Department of Education's RCU, summarized the data from the follow up study and evaluated the impact the addition of new vocational courses would have upon the overall curriculum.

4. Develop Guidance Coordination Activities – Implemented by Guidance Coordinator with assistance from the district teachers. At the elementary level, where the emphasis is on "career awareness," the Guidance Coordinator consulted teachers on a regularly scheduled basis about possible strategies for developing a positive self-concept in students and stimulating an awareness of student interests and special abilities. At the middle school level, where the emphasis is on "career exploration," the Guidance Coordinator met with teachers to discuss techniques for developing student decision-making skills and ways of helping students to understand the relationship between their interests, abilities, values, and needs to possible career selection. At the high school level, where the emphasis is on "career preparation," the Guidance Coordinator worked with the counselors in developing a series of group guidance techniques for helping students to plan an educational program appropriate for their individual career choices. Some of the techniques included a guidance mini-course for 10th grade students, group guidance "rap sessions" for 11th grade students, and an on-the-job experience program for senior students.

5. Develop Testing Program to Measure Product Objectives – The Guidance Coordinator met with counselors to evaluate the tests currently used by the school system and to decide whether additional tests were needed to measure the effects of the Career Education Project. It was decided that additional tests were not necessary since the school district had hired a group of third-party evaluators to monitor the progress of the career education program.

6. Develop 10th Grade Guidance Course – The Guidance Coordinator met with high school guidance counselors to outline the general format of the 10th grade mini-course and to schedule dates for five group sessions. The main objectives of the mini-course were: to develop student understanding of the need for basic educational skills in the world of work, to develop an understanding of the consequences of career choices, to develop within the student a positive self-image, and to acquaint students with the proper procedures and techniques of applying for jobs.

7. Develop 11th and 12th Grade Technique – The Guidance Coordinator, with assistance from the high school guidance staff, developed a series of activities designed to stress the importance of "career preparation." For the 11th grade students, three exploration convocations were planned with the objective of helping students to narrow career interests into specific areas of concentration. In implementing this objective, representatives from the State Employment Agency, area plants and businesses, and members of the community were invited to speak to the 11th grade youths about current job trends on a local, state, and national level. On the 12th grade level, an

"On-The-Job Experience Program" was developed by the Guidance Coordinator. The objective of this program was to help the student to understand the need for basic educational skills in the world of work, have a knowledge and understanding of his interests, abilities, values, and needs, and to help the student develop a basic understanding of the consequences of his career choices.

8. Develop 12th Grade On-The-Job Experience Program – Implemented by Guidance Coordinator with assistance from the CE Project Director and Instructional Assistant. In achieving this objective, the Guidance Coordinator and Project Director began by securing administrative approval for students to be dismissed from classes for one entire school day. This time was to be used by the students to spend one work-day with an employer, business, or industry (in the student's field of interest) to observe what actually goes on in a typical day of work. The following is a list of the steps taken in implementing the on-the-job experience program:

   a. Secured administrative approval and support; thereby making it possible for senior students participating in the program to be excused from class for one day.
   b. Secured teacher approval and support. The Guidance Coordinator and Project Director met with 12th grade instructors to explain the purpose and objectives of the "Experience Program."
   c. Survey of students to determine how many seniors were interested in participating in the program. The Guidance Coordinator met with the senior class and distributed a form which asked the students to list: their 1st, 2nd, and 3rd career choices (what they would like to be); three career areas or jobs they would like to explore; and the names of three employers, business firms, or self-employed professionals they would like to observe for a day. They were also asked to list the name of the company or individual, if they knew someone working this career area. Students were asked to confine their choices to visits within a 50-mile radius.
   d. The survey forms were collected by the Guidance Coordinator and a list of the places and career areas requested by each student was compiled. If it were not possible to place a student in his first career choice, the Guidance Coordinator usually tried to arrange a visit with the student's second choice. Since this effort required numerous phone calls and visits with the employers or businesses in order to explain the purpose of the on-the-job experience program, and to arrange dates suitable to the people and agencies involved, it was necessary for the Instructional Assistant and the Project Director to assist in arranging contacts. This process usually took from two to three weeks to finalize.
   e. After making arrangements with the agencies and individuals requested by students as career areas they would like to observe, the Guidance Coordinator and Instructional Assistant made a list of the participating students and the places they were to visit for a day. As nearly as possible, all seniors participating in the program were scheduled to complete their "on-the-job experience" during the same week.
   f. The Guidance Coordinator then met with the senior students involved in the experience program and informed them where they would be going to observe the career area of their choice. The responsibility of getting to the facility was left with the student (i.e., the student was responsible for his own transportation).
   g. Next, the Instructional Assistant and Project Secretary sent letters to the parents of students participating in the program, explaining the purpose of the activity and requesting written permission for their child to participate. No student was allowed to leave school without turning in a signed permission slip from his parents.

h. A list of student-participants in the On-The-Job Experience Program along with the dates and places assigned for visitation was compiled and updated by the Guidance Coordinator and Instructional Assistant. Copies of this list were sent to the high school principal and senior class instructors.

i. A followup form was mailed to the business agencies or professional individuals where students had been assigned. This was to make sure that there was no illegitimate use of the day provided students for participation in the experience program.

j. A followup form was mailed to the students to determine their reaction to their day of observation. (A copy of this form is included on the following page.)

9. Develop Models of 1 and 5 Year Follow-up Study – Implemented by the Guidance Coordinator. Permission was secured from Mr. Dale Holden, Director of the South Carolina Exemplary Project in Career Education, Lancaster, to use a format developed by his project staff. The Lancaster Follow-up System was designed to be analyzed by computer. However, because of limited funds available to Batesburg-Leesville, a modified version of this system was utilized. (A copy of this format is provided on page 57 for sake of illustration.) This follow-up survey was conducted by the career education staff during the 1972-73 school year. Forms were sent to all high school graduates of Batesburg-Leesville High during the period 1968-1972.

10. Initiate VIEW Program – Implemented by the State Department of Education. A reader-printer (which gave current information on over 11,000 jobs) was placed in the high school guidance office. This machine provided students with current data about career opportunities and training requirements.

11. Develop Student Placement System – Implemented by Guidance Coordinator and high school guidance staff. The rationale and general objectives of the placement system are described below.

Rationale:

One of the most vital activities of any successful guidance program is the placement system. Because of the alarming level of unemployment currently afflicting our nation, and because of the intense competition for jobs created by "unemployment," there is a growing need for improved job placement services.

Traditionally, most high school guidance programs have always provided for the placement of their "college bound" students; however, very little has been done to meet the needs of those pupils who desire immediate employment after graduation. Instead, placement activities have generally been oriented toward those individuals who plan to attend college.

One of the primary objectives of career education is to provide placement services relevant to the needs of all students. Therefore, it will be our primary endeavor (as members of the guidance staff) to assist each individual student in securing the job or career training program that best suits his needs.

Objectives:

- To give assistance to the students in selecting the career that best suits their individual talents.
- To assist students in finding employment and making decisions for their post-secondary training and work.
- To serve the community by providing information regarding students who are interested in careers that are in demand locally and nationally.

STUDENT FOLLOW–UP OF JOB–EXPERIENCE PROGRAM

The Career Education Office is asking you to fill out and return this follow-up form as soon as possible. The information obtained can be helpful to us in implementing an improved and expanded Job-Experience Program for next year.

1. Your name _____

2. The place you visited _____

3. As a result of your experience, were you able to make some decision as to whether you would like to pursue this type occupation further or discontinue your pursuit?

   Yes _____ No _____

4. Will you continue to explore the career possibilities in this field?

   Yes _____ No _____ Undecided _____

5. Were you, by any chance, hired for full-time work as a result of your experience in this program?

   Yes _____ No _____

   If yes, (a) when will you begin work _____

   (b) where will you be working _____

   (c) what will be your title _____

6. What were some of the things you did or saw that impressed you?

7. What could we have done for you to make your experience more meaningful?

FOLLOW–UP SURVEY

NAME AT GRADUATION _____
LAST FIRST MIDDLE

SINGLE _____ MARRIED _____ IF MARRIED, LAST NAME _____

ADDRESS _____ PHONE NO. _____

BIRTH DATE _____ AGE _____ SEX _____ RACE _____
MO. DAY YR. M F B W O

HIGH SCHOOL _____ YEAR GRADUATED _____

I. Describe what you are doing now by checking an activity in the groups below if appropriate:

EMPLOYMENT	SCHOOL	OTHER
___ Working Full-time	___ In school full-time	___ Army
___ Working Part-time		___ Navy
___ Unemployed, Want Work	___ In school part-time	___ Air Force
___ Unemployed, Not Seeking Work		___ Marines
___ Working Part-time, Seeking Full-time Work		___ Coast Guard
		___ National Guard
		___ Housewife
		___ Other

How were you trained for your employment?

_____ In High School _____ In College _____ In T.E.C. _____ On-the-Job

II. Please indicate below the ways the following high school courses helped you by placing a check in the appropriate column for each item. If you did not take the course in high school, please check the not taken column.

HIGH SCHOOL COURSES	VERY HELPFUL	SOME HELP	LITTLE OR NO HELP	NOT TAKEN
ENGLISH				
SOCIAL STUDIES				
MATHEMATICS				
SCIENCE				
FOREIGN LANGUAGES				
ART				
MUSIC				
PHYSICAL EDUCATION				
VOCATIONAL EDUCATION				
AGRICULTURE				
CONSUMER AND HOMEMAKING				
DISTRIBUTIVE EDUCATION				
HEALTH OCCUPATIONS				
INDUSTRIAL ARTS				
OFFICE OCCUPATIONS				
TRADE AND INDUSTRIAL				

III. Please indicate below the ways high school helped you by placing a check in the appropriate column for EACH item.

TOPIC	VERY HELPFUL	SOME HELP	LITTLE OR NO HELP
TAKING CARE OF MY HEALTH			
PARTICIPATING IN COMMUNITY AND CIVIC AFFAIRS			
PREPARING FOR MARRIAGE AND FAMILY LIFE			
GETTING ALONG WITH OTHERS			
UNDERSTANDING MYSELF			
CONDUCTING MY BUSINESS AFFAIRS			
TRAINING FOR AN OCCUPATIONAL FIELD			
UNDERSTANDING RACES, RELIGIONS, AND SOCIAL SYSTEMS			
UNDERSTANDING WORLD EVENTS			
RESPECT FOR LAW AND ORDER			
THINKING THROUGH PROBLEMS			
RESPECT FOR RIGHTS OF OTHERS			
SELECTING A CAREER			

(Reprinted by permission of S. C. Exemplary Project in Career Education, Lancaster, South Carolina.)

- To serve the students by providing information on current job availability, colleges, and technical schools.

Realizing Objectives:

- Execution of career interest survey. To facilitate the organization of a placement system that meets the needs of all students, it is vital that the guidance department develop a means of assessing the post-graduation interests of the graduating seniors. To obtain this data, we will administer the "career interest survey." (March 19, 1973)
- Analysis of data. This will give a categorized listing of the number of students who desire placement in colleges or technical schools, the armed services, or immediate employment. (March 23, 1973)
- Designation of responsibility. This will help to prevent duplication of effort between counselors and the guidance coordinator. (March 23, 1973)
- Implementation of placement activities. This will involve contacting the South Carolina Employment Security Commission (for information regarding the availability of jobs in Lexington County), the Lexington County Vocational Rehabilitation Counselor, the Batesburg-Leesville Chamber of Commerce, and members of the Career Education Community Resource Council. (Initiated April 3, 1973)

Designation of Responsibility:

- College bound students: Technical, Junior, or Four Year – Counselors
- Military applicants – Counselors
- Immediate employment – Guidance Coordinator
- Undecided – Guidance Coordinator

Follow-up of Placement System:

- To insure the success of the placement activities, or double check the results of our efforts to serve students, graduating seniors will be contacted to determine their occupational or academic status. This will go into effect after the placement activities have been terminated.

12. Begin Model Follow-Up Study.

13. Complete Guidance Coordination Program and Summarize – A summary of the objectives implemented by the guidance staff was compiled by the Guidance Coordinator.

14. Complete and Review Model Follow-Up Study – Implemented by Guidance Coordinator and Instructional Assistant.

15. Complete Guidance Section of Handbook – The Guidance Coordinator and State Department of Education's RCU worked jointly in editing the guidance section of the final report.

B. Supplementary Responsibilities

- Establish Publicity System – Originally a primary responsibility of the Project Director, this activity was implemented by the Guidance Coordinator. The objective of this publicity system was to inform the community of the role of career education and

the Career Education Program. In implementing this objective, the Guidance Coordinator made contacts with the local newspaper and was granted permission to write a weekly column in the area paper. In addition to this newspaper contact, the Guidance Coordinator, with help from the Career Education staff, published a series of guidance newsletters. Copies of these publications are included as Attachments A and B at the end of this document.

NOTE:

The preceding section has dealt with the general responsibilities of the Guidance Coordinator. In addition to the duties described, he also performed as a general assistant to the Project Director.

GENERAL OBJECTIVES AND RESPONSIBILITIES OF THE INSTRUCTIONAL AIDE

Although the PERT chart lists no primary objectives for the Instructional Assistant, she performed an invaluable service to the overall success of career education. In short, the Instructional Assistant is a general "jack of all trades." The following is a list of responsibilities carried out by the Instructional Assistant:

1. Survey of Audio-Visual Equipment
2. Contribution to Internal Evaluation
3. Scheduling of Field Trips
4. Scheduling of Community Resource Speakers
5. Staff-Teacher Relations
6. Ordering and Requisitioning of Materials
7. Contribution to the On-the-Job Experience Program

GENERAL RESPONSIBILITIES OF THE PROJECT SECRETARY

1. General Correspondence
2. Receptionist Activities
3. Monitoring of Budget Sheet
4. Contribution to Internal Evaluation System

NOTE:

As was mentioned in the chapter dealing with "Major Objectives," some of the goals listed on the Project Objectives PERT Chart were ill suited to meet the needs of the Batesburg-Leesville School District. The following is a list of objectives that were either dropped or proved ambiguous to the local CE staff.

1. *Plan Special Needs Program*
2. *Form Craft Committees*
3. *Complete Special Needs Program*
4. *Develop 11th and 12th Grade Guidance Technique*

The major portion of this chapter has dealt with the various roles and responsibilities assumed by the Batesburg-Leesville Career Education staff during the 1972-73 school year. For

the most part, the major shortcoming of the PERT Chart and Project Objectives was the fact that the local district had little or no input into the actual writing of the objectives.

Although the Process and Product Objectives (implemented, for the most part, by teachers) were generally well written and easy to understand, this was not the case with the Project Objectives (which were designed to be the administrative "how to" guide). For instance, the objective "Plan Special Needs Program" was so vaguely stated until no one (including the State Department of Education's RCU who wrote the objectives) could come up with a workable definition of what a special needs program is or should be.

In other cases, potentially meaningful endeavors such as "Establish Community Resource Council" turned out to be less than functional mainly because the special needs and interests of the local community were not considered. (In other words, the Batesburg-Leesville School District should have been surveyed to determine the amount or degree of community involvement that could be reasonably expected in light of past community interest in educational affairs.) Although a Community Resource Council can be of invaluable assistance to school districts implementing career education concepts, this is only true in areas where parents and citizens share an active interest and concern for the education received by their children.

During the 1973-74 school year, the Project Director and Guidance Coordinator met to consider possible changes in the objectives to be implemented by the Career Education staff. As a result of this meeting, the 86 Project Objectives listed on the PERT Chart were narrowed to a more workable set of goals. A summary of the duties and responsibilities retained by the Batesburg-Leesville Career Education staff for the 1973-74 school year is given below.

STAFF RESPONSIBILITIES DURING THE 1973-74 SCHOOL YEAR

A. Mr. Leon Temples was hired as District Project Director. His responsibilities are:

1. Development of Internal Evaluation System
2. Coordination of Community Resource Council
3. Guidance Coordination Activities
4. Development of Career Education Unit Format
5. Teacher-Staff Relations
6. Principal-Staff Relations
7. Monitoring of Resource and Materials Requests

B. Mr. Arthur Grant, former Guidance Coordinator, is presently the Placement and Publicity Coordinator. His activities are:

1. Survey of Audio-Visual Equipment
2. Development of Internal Evaluation System
3. Publicity of Career Education Activities
4. Student Placement
5. On-the-Job Experience Program
6. Monitoring of Quarterly Progress Reports
7. Monitoring of Project Visitation
8. Follow-Up Study of Student Placement Prior to 1973

C. Mrs. Carolus Shealy, former Implementation Aide, has now assumed the role of Instructional Resource Assistant. Her responsibilities are:

1. Survey of Audio-Visual Equipment
2. Contribution to Internal Evaluation

3. Contribution to On-the-Job Experience Program
4. Scheduling of Field Trips
5. Staff-Teacher Relations
6. Scheduling of Community Resource Speakers
7. Ordering and Requisitioning of Material

D. Miss Betty Barnes is maintaining her same position as District Project Secretary. Her responsibilities are:

1. General Correspondence
2. Receptionist Activities
3. Monitoring of Budget Sheet
4. Contribution to Internal Evaluation System

SUCCESSFUL AREAS OF EMPHASIS

The preceding chapters of this document have been written with two primary goals in mind: to give a general description of the growth and development of career education in Batesburg-Leesville, and to provide a guide for other school districts attempting to implement career education concepts. In this section, it is the author's intention to identify and discuss the major successful activities noted in the research conducted by the Batesburg-Leesville School System.

The following is a list of successful activities implemented by the Career Education Project in Batesburg-Leesville:

A. The Prevocational "Hands-On" Activities – As was mentioned in the section dealing with "Staff Utilization," the hands-on program provided middle school students with the opportunity to experiment with the various tools and worker requirements needed for success in careers, such as welding, carpentry, electrical wiring or health service occupations. This program can be useful in helping students to plan their educational plan of study during the high school years.

B. The Publicity Program – This activity was extremely helpful in stimulating community interest and involvement in the total educational process. Also, the publicity program provided a vital communication link with the general public.

C. The Internal Evaluation System – This program was a vital tool in the effort to keep all career education staff members informed of the overall progress of the career education project. Also, it assured continuous communication and planning of future staff activities, making each member aware and knowledgeable of any important developments.

D. The On-The-Job Experience Program – Perhaps the most successful and well-received of all the activities implemented in Batesburg-Leesville. This program gave 12th grade students an opportunity to observe and participate in the various duties and responsibilities carried out, during a normal work-day, in a career area of their choice.

E. The Student Placement Service – Helped to locate jobs for members of the Batesburg-Leesville community in addition to helping locate part-time employment for high school students.

F. In addition to these accomplishments, counselors developed a more active working relationship with teachers; more extensive coordination and communication among teachers, counselors, and administrators was achieved; and teachers and students became more intelligently aware of the social and economic importance of work.

NOTE:

The preceding section has attempted to identify the most successful aspect of the Career Education Program in Batesburg-Leesville, and to indicate how these activities may best serve other school districts. Although no specific instructional strategies were identified in this discussion, the author feels that many positive gains were made in the area of student attitudes toward school, and in their understanding of the social and economic importance of work.

PROBLEM AREAS

One purpose achieved by the Career Education research effort in Batesburg-Leesville was the identification of several potential "problem areas" which should be avoided or corrected by school districts wishing to implement a comprehensive career education program. The following is a list of problems identified by a survey of teacher, staff, and administrative opinions of the Career Education Project in Batesburg-Leesville.

Summary Conclusions:

1. The lateness in funding the project. This eventually had sequence impacts in acquiring staff personnel, achieving sound orientation of the teachers and district administrators, and compounding the project initiation with the beginning of the new school year.

2. The abilities of staff to properly judge work efforts per activity in the future time frame. This is a fault of all such activities and in no way should be considered unique to the state or district staffs involved.

3. The lack of understanding on the part of some of the district staff concerning what was expected of them. This problem was primarily evident during the initial project implementation period, but it also remained to a lesser degree throughout the project evaluation.

4. The tendency of some personnel to treat career education concepts as "add on" activities.

5. Development of scheduling problems with activities such as the 10th grade "mini-course" etc., due to late hiring of career education staff.

GENERAL RECOMMENDATIONS

This document was written with the intention of providing a comprehensive guide for implementing career education concepts on a local, state, and national basis. As the pilot career education program in the state of South Carolina, the Career Education Project in Batesburg-Leesville has been a testing ground whereby many different instructional strategies and techniques have been attempted and evaluated.

In addition, the Batesburg-Leesville Career Education Program has provided local school administrators with an overall picture of the various strategies used to manage a career development program and has attempted to outline the roles played by administrators such as the superintendent of schools, principals, and career development coordinators. The following recommendations are made on the basis of data received from the testing, student interviews and teacher evaluations:

1. Before attempting to implement a career development program, teachers and administrators should agree that there is a need for implementing career education concepts into the curriculum.

2. Goals and objectives should be tailored to meet the needs of the existing community and school system.

3. A well-planned summer workshop of at least two weeks should be held with the primary focus upon development of learning experiences by teachers. Efforts should be made to include all teachers in the workshops.

4. Administrators should be well informed as to the nature of their role in the career education program.

5. Committees should be established to coordinate learning activities among the grade levels and subject areas.

6. Inservice training should be carefully planned and continuous.

7. Teachers should be encouraged to visit schools in other districts, industries, and service organizations to broaden their knowledge of community resources.

8. To prevent complications, visitors should verify in writing or verbally the exact date, time, and specific activities they wish to observe during project visitation.

9. Dates for implementation of activities should be planned before the school calendar is completed.

10. General school administrators and other officials should demonstrate a high degree of interest in the career development program to boost the morale of teachers and to emphasize the significance of their efforts.

The following recommendations were presented by IBEX, Incorporated, the independent third-party evaluators, in their *Annual Evaluation Report, 1973-74, Research and Development Project in Career Education, Lexington School District Three.*

Recommendations

"This is the final period of the Batesburg/Leesville "Research and Development Project in Career Education." Any residual effects of this project on the entire school district will be greater if planned, than if left to chance. It is our professional recommendation that the following occur:

- A career education specialist be placed on the central office staff as a curriculum consultant.
- That this person be given responsibilities similar to any other discipline specialist to upgrade career education on a continual basis.
- That career education continue to be viewed as a fused part of the total curriculum, and each teacher assume responsibility for keeping herself/himself and her/his students current in occupational awareness."

ATTACHMENT A

The Guidance World

VOLUME I — NO. 1 | BATESBURG-LEESVILLE SCHOOL SYSTEM | JANUARY 25, 1972

KIRKLAND'S KORNER

by
Benji Kirkland
Project Director
Career Education

As the Career Education Project Director for Lexington County School District Number 3, I would like to take this time and space not only to thank all people involved in the Project for the effort put forth in an attempt to achieve success, but also to commend you on the tremendous strides in progress you have amde in implementing "Career Education" into the existing curriculum.

Naturally, we have suffered growing pains but this is not uncommon. These pains were expected and from our experience with other projects in this state we feel that we have matured to a point in Batesburg-Leesville that took other projects a great deal longer to reach. This is a feather in your cap! As you heard from the beginning, you, the teacher, are the focal point in our educational system and it takes professionals like you to make any innovative program work.

Evidence of your success is expressed in a letter received from one of our recent visitors. The letter read, "We are very grateful to you for giving us such a broad look at the Career Education activities in the various schools in your district. Your effort on our behalf has helped us see both the potentials and the possible pitfalls of Career Education. It speaks well for what you have accomplished in such a short

(Continued on Page Two)

"THE PANCAKE 5" RESTAURANT

Students Learn by Doing

by
Virginia Sprinkle
Feature Writer
Twin City News

"The Pancake 5" Restaurant was swarming with appetizing aromas Tuesday when over 200 fifth grade students at the Middle School were served delicious pancakes during a special Career Education Project.

Teachers, Mrs. Rosemary Stokes and Mrs. Dorothy Stone, and teacher's aide, Mrs. Sara Killian, were overwhelmed with the interest shown from students who performed their duties as host, hostess, waitresses, cashiers and cooks.

Two classes prepared pancakes for all other five fifth grade classes following a study of the restaurant business. Students also decorated lunch tables in a special room reserved for this project, using turkeys and autumn accents in keeping with the holiday motif.

Colorful menus, also prepared by the students listed unusual prices of pancakes, 6c; margarine, 2c; syrup, 3c; milk, 4c. Each student was supplied with imitation money to pay for their meals as student cashiers operated toy machines.

In their classrooms the students will compare their business with a real restaurant business following a lecture soon by Mrs. Sara Shealy, manager of Shealy's Bar-B-Q in Leesville.

Middle School Students Visit State Hospital

by
Arthur F. Grant

Upon entering the main gates you are immediately aware of a difference. In this world there is no war, no violent screams of sirens, nor is there outward evidence of hate and distrust.

Instead of war, there is the peace and serenity of men talking in the park. Instead of sirens (transporting innocent victims of the greed created by society), there is the melodious harmony of the chapel bells. Instead of the cancerous hate and distrust which threatens our sanity and sense of value, there is love and compassion.

To some, the world behind these gates seems strange--inhabited by "strange" people with super strange ideas. To these unfortunate creatures (who close their eyes to the beauty and truth behind the large, rustic gates) this is the world of "crazy people," of raving madmen with blood thirsty eyes.

But to the seventh grade students of B-L Middle School, the State Hospital is not a world of "madmen" and crazy people. On the contrary, the world these students saw was a world of unlimited potential.

The purpose of the visit, (planned and coordinated by the seventh grade teachers of B-L Middle) was to observe various careers in the health services field. During their stay, the students and teachers were treated to a full tour of hospital grounds and therapeutic work-

(Continued on Page Three)

Who Needs Guidance?

by
Arthur F. Grant

Because of significnat technological advancements during the past decade, rapid changes have been made within the social structure of our society. Although technology has provided better jobs, improved environmental conditions, and financial security for many citizens in the process it has also ushered in "the age od specialization" (along with numerous other problems).

For the schools, this new emphasis upon specialized training has created the need for drastic reorganization of school curricula. For the students, the intense competition for recognition, and the pressing demand for highly trained personnel has created yet another need--- the need for guidance.

During recent years, there has been much controversy over the true role of "guidance" in our public schools (and even more confusion over the specific obligations of counselors). What is guidance? Which students need guidance most? Thes and other questions continue to puzzle educators throughout the school community.

However, the answers to these questions are quite simple if we really think about it. Though there are many "definitions" of guidance, they all center around one major theme: that of helping each student (through his own effort), to achieve maxium adjustment to his home and community.

In achieving this goal, students,teachers and counselors must all realize that guidance is for everyone. All students, (college bound or not) have need of guidance services at one time or another. Therefore, the primary obligation of counselors is to help each individual develope to his fullest potential.

How can this be done? No, it is not easy but with total involvement from parents, teachers, administrators, and students, the job can and will be done.

Careers in Government Services

B-L Middle School and Utopia students learned of careers in government services on a field trip to Fort Jackson. The trip was part of the career education program in the local schools.

Mrs. Julius Garber talked on the importance of appearance in making a good impression on prospective employees.

KIRKLAND'S KORNER
(Continued from Page One)

time, that as a result of our visit we are even more enthusiastic about using Career Ed. as a basic framework for the curriculum changes which must be made here.

You didn't boast about the very positive attitudes so many of the elementary teachers showed in relation to Career Ed. activities. Perhaps you should have. They could have viewed it as a nuisance, a passing fad or an unwarranted interruption of conventional instructional methods. That so many did not may be "your fault". Right on!

Keep up the good work!

HELP NEEDED?

We have boys and girls who are interested in any kind of work available. For information, please contact Mr. Arthur Grant. Phone: 532-5994 between the hours of 8 a.m. to 3 p.m. at the Career Education Office.

The Impression Bag

by
Arthur F. Grant

Have you ever applied for a job (either part-time or full) and gotten the old "don't call me, I'll call you" routine?

For those of us who have, this was probably one of the most frustrating experiences of oue lives—an event which will never be forgotten.

However, for most of us, our first job interview was also an education—a crash lesson on the importance of making an impression, or presenting our best image. Unfortunately, it is also a lesson that many of us never learn.

In hopes of exposing students to the types of habits which often prevent many qualified applicants from securing the job of their choice, Mrs. Cora Lester's home economics class invited Mrs. Bessie Garber of Garber's Department Store to speak to their class about her experiences as an employer. During her presentation, Mrs. Garber used students to illustrate dress patterns which often turn employer's off.

According to Mrs. Garber, "people often wear clothes which are stylish and fit properly, but simply are not right for the occasion". Or to the other extreme, some applicants totally ignore good grooming habits such as body hygiene, good posture, and clothes that fit the individual (and not the vogue).

Throughout the discussion, Mrs. Garber emphasized the importance of projecting a pleasing personality and selling yourself as an individual. "The key is to present your best qualities, with this in mind everything comes naturally."

CONTRIBUTING PERSONNEL:

Virginia Sprinkle (Feature Writer of "Twin City News")
Walter Putnam (Columbia Record Staff Writer)
Benji Kirkland (Project Director of Career Education)
Betty Barnes (Project Secretary)
Art Grant (Guidance Coordinator of Career Education)

Students at Batesburg-Leesville High School study industrial sewing.

The Lexington County Circulating Library provided an educational trip for Batesburg Elementary students.

MIDDLE SCHOOL STUDENTS VISIT STATE HOSPITAL

(Continued from Page One)

shops by tour coordinators, Mrs. Whalm and Mr. Grey Lewis.

After receiving a brief history of how State Hospital came into existence, the students were ushered to the library where Mrs. Neeta Shal described her job and how she uses "bibliotherapy" to help needy patients. From here, the students toured the hospital sewing room and vocational rehabilitation centers.

In these wards, trained supervisors instruct patients in the basics of sewing, painting, cooking, and other industrial arts. According to Mr. Lewis, the sewing room and rehabilitation centers give the patients a chance to earn the spending money with which they purchase cigarettes, candy, and other personal items.

Education Trend Emphasizes Need For Specialized Training

by
Walter Putnam
Record Staff Writer

By 1980, according to the U. S. Department of Labor, only 10 percent of all jobs will require a college education, 10 per cent will be unskilled, and 80 per cent will require some advanced training of one to two years beyond high school.

To cope with this trend toward jobs requiring special skills, but not necessarily a liberal academic education, many educators are advancing the concept of "career education."

Although the term is new, the concept has been around for a very long time. Recently "career education" has been widely thought of as being simply "vocational," education.

But advocates are quick to point out that both vocational and academic training is involved in the area newly termed "career education."

They say there is really nothing new about it accept that it is an organized approach, kindergarten through 12th grade, to create an awareness in the pupil of the multitude of career opportunities available in today's society. Furthermore, the pupil would be guided to make his own career choice, and would be prepared to meet, as fully as possible, the demands of that choice.

"Career Education" is really just sound education, says Judy Harlan, of the S. C. Department of Education.

This year she organized a Career Education project in Lexington County School District Three (Batesburg-Leesville). The program there may be used as a model for implementation throughout the state.

"In the early stages the program focuses on general awareness," Mrs. Harland said. "This awareness phase emphasizes the economic, social and personal significance of work, the dignity of work well done, the vast range of jobs available in our working world, the economic and social interdependence of all jobs, and the basic similarties and differences among different jobs."

From about grade six through nine there is an exploration phase into various occupational groupings, or "clusters," in which the student gets a closer look at some of the various fields of study.

During the high school years he begins to specialize in one, or possibly several, clusters and may even experience on-the-job training for a certain career, whether it is vocational or academic.

For example: Eleanor, after initial instruction in the value of work to the individual and society, developes a precocious writing ability and by the sixth grade is editor of a class newspaper.

Her teachers recognize the talent and help her develope it during the exploration phase of middle school. They do not exclude learning in other clusters of vocations, but find she is particulary interested in the communication field, and mainly in the mass media.

By high school, if she hasn't found a more urgent calling, she may have decided to become a journalist, and her teachers and guidance counselors can direct her through courses designed to prepare her for her life's work. She could perhaps work with a local newspaper or broadcast station for school credit.

After graduation from high school, she may be fully prepared to get a fulfilling job and continue her education on her own.

Or she may decide to take more advanced training (other than what she would find on-the-job) in a vocational or trade school. She could even go to college, and possibly advance to a graduate-study level, while exploring the many possibilities found in her chosen field. And it would be a field which she desired for a long time, and one for which she had been fully prepared.

Many possibilities exist for each child. Advocates of Career Education believe in stimulating children to learn in a "work-oriented atmosphere" so they will be better prepared for life.

"It's now a push to lock kids into something," Mrs. Harland said, "It's just the opposite."

Each teacher, in all grades, would sort of "feel her way in relating careers to a child," she said.

"I would like to see people get a feel for what Career Education could be," Mrs. Harlan added.

She said the concept could serve as a "focal point for all education" by making the students aware of the wide varieties of work and of its importance--by teaching relevant material to the individual and preparing him for life.

"That's what education is all about," Mrs. Harlan said.

Special education classes get on-the-farm experience.

Local Students On TV

by
Arthur F. Grant
Career Education
Guidance Coordinator

"Guess what Mom, I'm going to be on television!" If the preceding quote sounds like a line from one of the paperback novels you have been reading, don't let it scare you. No, I have not ventured off into the fiction field yet. This is just my way of describing the reactions of a young 11-year-old student to the experience of appearing for the first time.

What's all the excitement about? For those of you who were up at 7:30 last Saturday morning (with your stations tuned to WNOK, channel 19), hte cause was quite evident. Batesburg-Leesville was on the tube.

Featured on the program, "Pathways to the Future," were students and teachers from three of the five schools in the district. The purpose of this presentation was to expose residents of South Carolina to the new and innovative activities currently emphasized by the faculty and staff of Batesburg-Leesville.

From Leesville Elementary, second grade teachers Mrs. Rosemary Sanders, Mrs. Lucretia Wise, and Mrs. Mary Elizabeth Miller talked about their unit dealing with home construction. During their presentation, each described how they applied basic principals of math, English, and science to the construction trade.

Representing the Batesburg Middle School was Mrs. Rosemary Stokes, who brought along four of her fifth grade students to describe their unit dealing with the food service careers. Anyone who has doubts about the effectiveness of career education should have heard these kids do their thing.

The High School was also well represented. Featured on the program were: Kirk Summers, a student in one of the eleventh grade brick masonry classes; Miss Mary Ruth Taylor, an instructor of advanced math; and Mrs. Ann Jones, from the English department. Summers described how brick masonry has added a new sense of security and direction to his life, while Mrs. Jones and Miss Taylor talked about how they coordinated English and math with the exploration of career opportunities.

Also appearing on the show were: Mrs. Judy Harlan, research coordinator, from the Office of Vocational Education; Career Education Project Director, Benji Kirkland, and Guidance Coordinator, Arthur Grant. In case you missed it Saturday, the show is scheduled to be taped for later viewing within the next few weeks, so keep your eyes open.

The Choice Is Yours

by
Arthur F. Grant

Remember your high school days? Remember the prom, the

big homecoming game, and that proud feeling of finally receiving that magic piece of paper your diploma?

Yes, all of us have our own special memories about our high school days. Yet most of us also remember that our toughest task as high school students was not passing math, or history, but learning when and how to make decisions.

Traditionally, the high school has symbolized the "turning point" in education--that period in life when we are forced to decide which road to take. For some, the road to "success" was straight, and began with their first day of work following graduation. For others, it was necessary to detour--to delay their quest of success for that extra year, or four years preparation for their career of their choice.

In an attempt to ease the burden of decision making, the faculty and students of B-L High School have begun a series of classes, field-trips, and other exploratory activities, geared toward career investigation and preparation. However, as many of the students have learned, deciding upon a career is not easy.

Last week, Mrs. Shirley Smith's 9th and 10th grade General Science classes toured Plastic Woven, a branch of Wellington Synthetic Fibers, to explore the job opportunities there. While at the plant, assistant plant manager, Jerry Johnson, explained the various activities involved in converting oil extracts into the plastic lawn chairs we enjoy each summer.

Later that day, I observed Mr. Robbie Mims' Masonry class where his 11th and 12th grade students are learning the basic fundamentals of brick laying. In this class, students learn the proper techniques of using the square, rule, level, and other tools of the trade. According to Mr. Mims, the students are advancing at an accelerated pace (which is good news to those of us who are building a new home).

Career opportnities for women are big too, according to Miss Willie Mae Trotter. In Miss Trotter's Consumer Homemaking class, students learn about the buying practices and economic considerations of homemaking.

In Mrs. Cora Lester's Home Economics class, students learn the basics of clothing construction, designing, and repair. As anyone knows, these are careers which are always in demand.

Near the end of the week, I was treated to a series of unique career education "happenings." However, one of the most creative was Mrs. Annie Jones' use of poetry to spotlight career opportunities.

In this session, Mrs. Jones used the poem "Eldorado", by Edgar Allen Poe, to emphasize the importance of setting a goal in life and sticking to it. Because Eldorado (a fictional city) symbolized the attainment of one's life-time goal, this was indeed a creative approach to career education.

VISIT FIRE STATION

Fourth grade students of Batesburg Elementary visited Batesburg's fire station and city hall.

ATTACHMENT B

The Guidance World

VOLUME I — No. 2 | BATESBURG-LEESVILLE SCHOOL SYSTEM | MAY 29, 1973

KIRKLAND'S KORNER

by
Benji Kirkland
Project Director
Career Education

Lexington County School District Three has come a long way this year in accomplishing goals objectives for the Career Education Project, which is now approaching the end of its infant stages in this district. However, we feel that there is still much

BENJI KIRKLAND

room for improvement and teachers and other staff personnel are in the process of evaluating this year's work (and making plans for future Career Education activities).

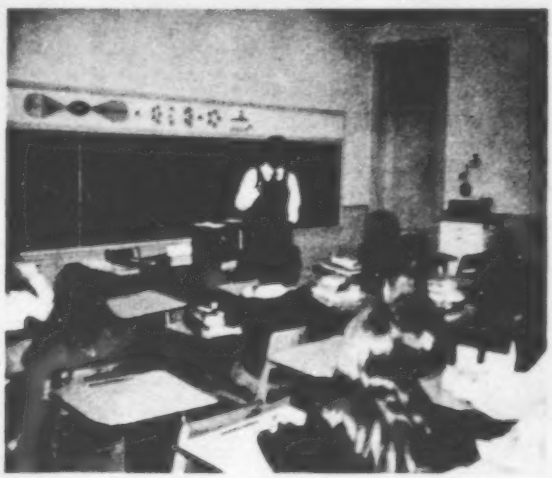
On Tuesday, May 15th, all faculty in the Batesburg-Leesville School System participated in a special planning session to suggest changes in basic project organizations for ways of developing a general project plan for the 1973-'74 school year.

Seventh and eighth grade teachers at the B-L Middle School are also participating in special planning sessions to develop a "hands-on" program to be implemented next year. This type program is designed to give students an opportunity to explore, in depth, job clusters through experiences closely related to actual job skills.

At B-L High School, the

(Continued on Page Four)

Batesburg Primary Students Visit Columbia Airport



Arthur Grant talks to class.

What factors motivate kids to learn? How can I get my students involved in classroom activities?

If you are a dedicated first grade teacher, these questions can be especially frustrating and enigmatic. However, most educators agree that one of the major stumbling blocks in learning is "lack of interest."

One activity which seems to attract the interest of almost all students is field trips. In this respect, first graders are no exception to the rule. Don't take my word for it though---just ask the first grade pupils of Batesburg Primary if you need further proof.

Last week these boys and girls (accompanied by their teachers Mrs. Price, Mrs. Rose, Miss Ridgell and Mrs. Miller) were entertained by a tour of the Columbia Airport. The purpose of the tour was to expose the youngsters to what goes on at an airport--the jobs involved, and number of people needed.

Conducting the expedition was Mr. Billy Fields, of the public relations department. Mr. Fields explained to the group the duties of the pilots and co-pilots, the security police, ticket agents, baggage operators as well as numerous other occupations.

Midway through the tour, the students were carried through the weather bureau, where they observed several weather detection devices and the airport control tower (where pilots are given flight directions). According to Mrs. Price, "the children

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In Defense of Guidance

By Arthur F. Grant

One of the most prevalent criticisms of group guidance sessions is that they often disrupt the normal class schedule, or that students are forced to miss too much time from studies. Other individuals have dismissed group guidance as "a complete waste of energy," since students aren't really interested anyway.

Unfortunately, most critics of group sessions fail to consider the chief justification for meeting with pupils as a unit: to assist counselors in meeting the needs of all students. After all, is there any other way that two counselors can effectively service a student body of over seven hundred? Is it reasonably possible to expect the counselors to see each student "individually?"

Realistically speaking, no guidance program can succeed without public and administrative support. As Frank W. Miller points out in his book (**Guidance Principles and Services**): "guidance must be a cooperative enterprise involving pupil, parent, teacher, administrator, and counselor."

Without your support some student will be deprived of the right to grow. Help the guidance department help you — the future you save may be your own.

The Commuity and Public Health

One of the most vital elements of any growing community is a functional public health service. It is an accepted fact that all of us at one time or another have had, or will have a need for the services of our public health system, so it really isn't surprising that it is also a source of employment for many of us.

During the month of February, the third grade class of Leesville Elementary conducted a series of activities designed to explore the numerous career opportunities involved with public health. As the pupils soon discovered, the range of jobs is massive.

In organizing this trip, the third grade teachers (Mrs. Mabel Gantt, Mrs. Henreitta Coleman, and Mrs. Annie Morgan) spent countless hours of planning and preparation. Yet, judging from their comments about the services they observed, it was all worth-while.

First the group journeyed to Lexington where Mr. George Rentz took them on a tour of the Lexington County Hospital. While there the students observed the X-Ray Lab, kitchen, nursery, and physical therapy room. Also they saw the duties performed at each of these stations.

Some of the careers observed were: physical therapists, lab technicians, nurses, cooks, dietitians, orderlies, and numerous other specialists. Following their tour of the hospital the students talked with other community servants involved with public health.

Dr. James Mitchell, a pharmacist, talked to the students about his career and presented a film of a hospital under construction in Haiti (where he practiced before coming to the Batesburg-Leesville area). According to Mrs. Gantt: "Dr. Mitchell's presentation was both interesting and informative."

Work Songs Highlight Musical Program

Certainly one of the most important aspects of any elementary school curriculum is its musical program. In addition to introducing youngsters to one of the fastest growing career areas in existence today, the elementary music classes also provide an opportunity for teachers to channel the nervous energy of their students into more useful and creative endeavors.

Still, perhaps one of the greatest benefits of music is the joy it brings to others. Almost everyone, young or old, likes to hear good music-especially when the featured entertainers happen to be your own sons and daughters, or children of your next door neighbors.

On Friday, March 23, 7:30 p.m., you had an opportunity to share this experience as the first and second grades of Batesburg Primary School presented their annual music program. This year, because of the tremendous impact that career education has had in the district, the Batesburg faculty (with skillful assistance from Mrs. Frank Thomasson) had chosen the theme: "The World of Work."

In planning the presentation, Mrs. Thomasson met with a committee of teachers from Batesburg to rephrase and rewrite many traditional songs so that they could be made to relate to the general theme. According to Mrs. Helen Frazier, head teacher at Batesburg Primary, "the songs were rewritten to depict the various careers the primary students have studied during the current school year."

Some of the featured songs on the program were: "The School Nurse" and "A Friend in Need," by the first graders, and "The Carpenter" and "Do You Know", by grade two. All you had to do to enjoy good music was come out and watch.

Also in following weeks, similar presentations were held at Utopia, Leesville Elementary, Batesburg - Leesville Middle School as these institutions presented their annual music shows. The dates for these were: Utopia Elementary, April 10; Batesburg Middle School, April 6; Leesville Elementary, March 30.

HELP NEEDED?

We have boys and girls who are interested in any kind of work available. For information, please contact Mr. Arthur Grant. Phone: 532-5994 between the hours of 8 a.m. to 3 p.m. at the Career Education Office.

CONTRIBUTING PERSONNEL:

Judy Harlan (Career Education Coordinator)
Benji Kirkland (Project Director of Career Education)
Betty Barnes (Project Secretary)
Art Grant (Guidance Coordinator of Career Education)
Carolus Shealy (Instructional Assistant)

We Can Learn, Too

Recently, during one of my frequent visits into the Batesburg-Leesville community, I was asked a very thought provoking question. "What can a first grader or second grader learn about careers? Isn't the average elementary school pupil too young and too immature to decide what job he's interested in?"

Before one even attempts to answer these questions, it is important to consider the role of the primary and elementary teacher. The elementary level includes grades one through eight, and it is during these years (the formative years) that children develop the concepts and values that will follow them throughout life. Therefore, the role of the people who teach your children during these early years is increasingly important.

At the primary level, the role of the "school mom" is to help pupils grow (physically, intellectually, and emotionally). Yet, before this growth can be achieved, an awareness phase must take place.

True, it isn't likely that an eight year old child will acquire maturity and skill needed to chose his lifetime vocation. However, he can learn about the wide range of opportunities available in the world of work.

For instance, the second grade students at Batesburg-Primary School have spent the last two weeks learning about careers in their local community. One of these activities was a study of the supermarket business.

To help the youngsters understand how a supermarket is operated, the teachers at Batesburg helped their pupils construct model grocery stores. Next, they plan to visit a local store to learn how meat is sliced and packaged for sale, how managers keep food in stock, and many other job skills needed to run a successful business.

At the Middle School, the fifth grade students visited the Batesburg and Leesville Post Offices, Lewis Printing Shop, WBLR Radio Station, and WABCO. The purpose of these trips was to explore career opportunities in the field of communications.

So you see, there is something for everyone to learn. Just check our career education and see for yourself.

Middle School Students Visit Local Industries

One of the major factors contributing to the tremendous rise in economic and social prosperity during the past decade has been the rapid growth of the manufacturing industry. Particularly in the south, living conditions of the average citizen have experienced drastic improvement over circumstances in previous years.

B-L Middle School students visited Imperial Casket Company.

With the southward migration of industry increasing every day, more and more jobs are being made available. To learn more about the mechanics of the manufacturing business, the eighth grade students of Batesburg Middle School visited two of this area's most lucrative plants: J. B. Martin Industries and Imperial Casket Company.

At J. B. Martin's, which specializes in the manufacturing of velvet, the pupils saw a wide range of jobs (spanding from secretarial work in the reception office, to the technical services performed by the weavers). While there, the students also observed how velvet products are dyed and packed for distribution throughout the nation.

The second stop on the trip was the Imperial Casket Company. Upon entering the showroom, the visitors were shown 15 of the 99 different styles currently produced at Imperial. To their surprize, it was learned that the plant supplies caskets for 36 different states, (including Puerto Rico).

Next, they viewed the office area, where two IBM computers and operators mapped out shipping schedules and service charges for delivery. From here, the students were taken to the factory room where they saw the construction process required for the framework of each casket.

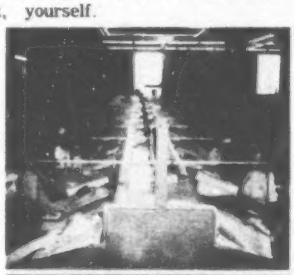
After leaving the factory room, they were taken to the sewing room where 14 women were busy weaving the soft material which forms the lining of the casket. When this process is completed, the caskets are now ready to be painted and dried.

At left: Leesville fourth grade students, who have been studying food service careers, visit Shealy's Barbecue.

Right: Bell Telephone Co. in Columbia opened their doors to Leesville Elementary students studying careers in communication.

Left: B-L High School students learn about the computer at WBLR radio station.

Right: Fifth graders from the Middle School learn how printing works at Lewis Printing Service, Batesburg.



KIRKLAND'S KORNER

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Guidance Department and the Career Education Guidance Coordinator are busy attempting to place all graduating seniors in colleges or schools of further education or in full time jobs. These students will be followed-up over a period of years to determine the actual relevancy of courses they took in school to their chosen vocational interests.

In June of 1973, after the Career Education Program has operated for one year, project personnel (teachers, counselors, and administration) will summarize their experiences, activities, and conclusions for incorporation in a "Career Education Implementation guide" As a supplement to this guide, the S C Educational Television network will have developed a synchronized slide-sound documentation of the Career Education Project. This audio-visual product will be converted to a video-tape master which will provide an additional means for state and national dissemination.

STUDENTS VISIT AIRPORT

(Continued from Page One)

really enjoyed seeing how the landing gears of a plane operate."

After touring the airport, the Batesburg students were treated to a bus ride through State Farmer's Market, Columbia Coliseum, and the State House grounds. Were the kids interested? You bet they were.

Students visit Twin-City News

One Year in Career Ed

This article by Mrs. Harlan, the state-level coordinator, was in response to Mr. Grant's request for an informal summary of her overall reactions to the Career Education project.

It seems impossible that only one year has gone by since I made my first trip to Batesburg-Leesville. At that time, I'm not sure I really believed that so much could be accomplished in one year. But District Three has indeed made unbelievable progress toward a comprehensive Career Education program.

This year has seen a continued national emphasis on Career Education. (Of the many current federally-funded educational projects, Career Eduation is one of the few likely to be refunded.) South Carolina schools and communities have become increasingly interested in Career Education. The state educational agency is becoming more involved in and committed to this educational approach. And your district has been a leader in this major educational inovation.

Benji Kirkland and Mrs. Harlan.

I personally feel you have made more progress in one year than many projects make in two or three years and that your progress will encourage statewide progress in Career Education. But I also realize that South Carolina will be looking to you for continued leadership.

A district that has accomplished so much in a first year of operation will be viewed as capable of accomplishing even more in a second year. I know such expectations are both gratifying and frustrating. How nice it would be to rest on this year's successes instead of hassling with revisions, improvements, and expansions.

During this spring, your district will be asked to critically examine the model project you have been operating, to identify and retain that which is strong, and to revise that which could be stronger. Next year your district will continue and expand this model Career Education program; at the same time other districts will adapt your program to their students.

Presently, we anticipate Spartanburg District 5, the Duncan area, being the site of a second Research and Development project while Batesburg-Leesville continues and expands its project efforts. In addition, several districts have applied for federal exemplary monies to develop and operate a three year Career Education program. The Department of Education is working to insure close coordination among these federally-funded projects as well as to assist other districts in initiating their own efforts.

Such growth and expansion in Career Education in this state is encouraging to me, and I'm sure it must be to you too. But there is still much to be tried and learned, and South Carolina will be looking to you in District Three to continue in a leadership role in Career Education.

News Media Studied

What's in the News?

Despite the large audiences attracted by radio and television, never before has the importance of journalism been more evident than it is today. Although a constant target of controversy, the newspaper industry has served a dual function: that of keeping our nation informed of local and international events, and serving as an instrument of change.

However, for every printed page carried in our daily newspaper, many hours of hard work and preparation must take place. Whether it is a small once a week publication, or a huge daily issue serving several million, the newspaper industry is a business that requires the time and talents of many skilled personnel. In hopes of exploring the training and special aptitudes needed to get a newspaper to the sales stand, the teachers and students of Batesburg Elementary's fourth grade traveled to Bruner Publishing Company, Inc. in Lexington.

Before going to Bruner's, Mrs. Virginia Sprinkle (of the Twin City News) had visited Batesburg Elementary to discuss the many hours of preparation involved before a paper is actually sent to press. As we noted later, the trip to Bruner's had much more meaning after Mrs. Sprinkle's talk.

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